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ABSTRACT

The document examines three case studies of intellectually gifted young children and explores competencies for accurately identifying and nurturing the young gifted child in the regular classroom. An introductory section reviews child development principles, notes characteristics of physical development in gifted children, and considers behaviors of the young gifted child in other domains. Identification research focuses on procedures and measures of such functioning areas as creativity and adaptive behavior. Research on nurturance touches upon characteristics of the differentiated curriculum and aspects of the social-emotional environment. Three in-depth case studies--of a kindergartner, second grader, and fourth grader--are presented separately, each with background and assessment data (physical, environmental, educational, and basic skills), a summary and evaluation of the delivery services for the intellectually gifted at each subject's school, and recommendations for further nurturance at home and at school. A four-page bibliography is included. (CL)

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IDENTIFICATION AND NURTURANCE OF THE INTELLECTUALLY GIFTED YOUNG CHILD WITHIN THE REGULAR CLASSROOM

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INTRODUCTION

Much of education is contingent upon social forces that encourage modification of behavior toward a group mean. From the first day that a child enters school, usually in a kindergarten situation, the modification by social forces takes on significant magnitude. This modification toward the mean can result in tragic regression for the intellectually gifted young child (Malone, 1974; Malone and Moonan, 1975). Bosworth (Newsweek, 23 October, 1978, 119) noted, "The issue before us is that we don't honor or nurture intelligence in this country." Therefore, the cry of "no frills" and "back to basics" is heard more loudly from those fearing elitism if a differentiated curriculum is offered to the intellectually gifted young child. The unfortuntate consequence of this movement is a trend toward minimum standards, when the intellectually gifted young child must experience maximum competencies in order to reach full potential (Bunke and Dearborn, 1981).

As technology grows, few would question society's need for creative thinkers and problem solvers. However, at present, differentiated programming is provided for about one-fourth of the gifted and talented student population (Abrams, 1981). The 1971 Report to Congress by the Commissioner of Education stated, "These are children who require differentiated educational programs and/or services beyond those normally provided by the regular school program in order to realize their contributions to self and society." (Abrams, 1981, 111)

STATEMENT OF THE PROBLEM

Schauer (1976) cited Torrance's statement, "The individual who thinks of a new idea is in the beginning a minority of one and very few people can tolerate being in the minority of one," as evidence of the constraints giftedness can place upon an individual. Giftedness does not in itself make this "minority of one" a subject for study. However, the problem arises when the gifted child is restricted in his/her emotional, intellectual, and social development because of his/her giftedness.

Because mainstreaming appears to be the current trend in education, gifted children are usually found in the regular classroom. Many of these students are subject to "benevolent abandonment" (Cox, 1979) which in actuality lets the gifted children teach themselves or assigns to them mundane caretaker tasks. It appears that many teachers are guilty of working toward classroom deficits and using the gifted children to fill in the gaps (Cox, 1979).

The crux of the problem is that this minority of gifted young children within the minority of all school-age gifted has faced discrimination because systematic identification procedures based upon child development principles and characteristics of the young gifted child have often been lacking. The 1978 Census listed 4,874,000 children of ages 3 to 5 as enrolled in a preschool or kindergarten. This was approximately 50% of the total population of 3 to 5 year olds in the United States. Working under the conservative estimate that 3% of this

group was gifted, this left 146,220 children unidentified (Bechtel, 1980).

The absence of nurturance of intellectual giftedness is further apparent when a differentiated curriculum within the regular classroom is not provided (Kitano, 1982; Malone, 1974). Feldhusen commented,

> The pace and depth of instruction in most classrooms is geared to a hypothetical 'average' student. Often there may be no opportunity for the gifted child to pursue skills and concepts at the deeper level for which he/she has the ability. For the gifted student who has managed to learn at an accelerated pace, this means engaging in classroom activities well below his/her appropriate achievement level.
> (Feldhusen and Treffinger, 1980, p. 8)

SIGNIFICANCE OF THE STUDY

Kitano (1982) contended that interest in identification of and provision for a differentiated curriculum for the gifted young child is crucial, and cited Siak's study (1979) which identified gifted children (IQ 120+) as 3%-5% of the school population and in every age (emphasis added), ethnic, and economic group. Secondly, within the regular classroom, students function at various levels along a continuum. For instance, Fox (1971) noted a four-year spread in developmental level among kindergarten students tested at the beginning of the school year. This study indicated a performance level span of three to seven years. Finally, very few special service programs for the gifted young child are in operation in the public or private sector (Kitano, 1982).

The ability to think, generalize, see connections and use alternatives are criteria for giftedness, but such criteria do not easily or necessarily manifest themselves in academic achievement (Roeper, 1977).

Therefore, how may the early childhood educator identify and nurture the intellectually gifted student within his/her classroom?

ORGANIZATION OF THE STUDY

The rationale for this study was based upon the premise that the early childhood educator, using sound principles of child development and knowledge of common social, emotional and behavioral characteristics of giftedness, can become proficient in identifying the intellectually gifted young child. However, identification is merely a first step in fully meeting the needs of the intellectually gifted young child. The second premise was that the teacher can plan and implement a differentiated curriculum within the regular classroom based upon knowledge of the intellectual, social, and emotional needs of the young gifted child.

This study was organized into two parts. First, the writer conducted indepth case studies on two former students and one present student in her kindergarten classroom. These students had been identified as intellectually gifted while in kindergarten using the following criteria:

1) Teacher(s) nomination
2) Parent nomination
3) Standardized achievement test 90%ile and above
4) Pupil product(s)
5) Pupil performance(s)
6) DeHaan checklists.

The three case studies would serve as a basis to analyze whether the students were accurately identified as intellectually gifted, which traits appeared to form common core characteristics, and whether provisions had been made to provide nurturance through a differentiated

curriculum. In the case of the second grade student and fourth grade student, analysis was made both retrospectively and longitudinally beginning with preschool.

The second part of the study was to glean from available scholarly research, discussion, observations, and programs, some of the competencies for accurately identifying and nurturing the young gifted child in the regular classroom. This entailed an examination of the physical and developmental characteristics of the gifted child, his/her social/emotional needs, and his/her intellectual/educational needs. These findings are presented within this paper. Finally, this research was related to the data and observations in the case studies. Recommendations were formulated for each student for further nurturance at school and at home. These recommendations, with bibliographic references, were listed at the conclusion of each case study.

LIMITATIONS OF THE STUDY

While interest in the education of the gifted has grown steadily, a review of the literature indicated a sparsity of research and discussion on the intellectually gifted young child, especially in the formative early childhood years. The writer attempted to secure available research and discussion from those authors known primarily for their interest in the gifted young child (e.g., Karnes and Associates; Roedell and Associates; Malone; Kitano; Roeper). The writer acknowledges that while this research on the gifted young child is in no way exhaustive, valid applications also can be made by relating the findings of research conducted on older gifted children to some areas of study of

the gifted young child. The writer also acknowledges that the case studies were limited to three students. This limitation was set for purposes of management, availability of a gifted population within a small class, and accessibility of the student for study.

This study was confined to those students defined as intellectually gifted. The writer acknowledges that separate studies of other areas of giftedness--creativity, leadership, visual and performing arts--would have their merit.

DEFINITIONS

adaptive behavior: "an individual's ability to perform successfully in the social roles considered appropriate for his age and sex. . . and (his) ability to play even more complex social roles in a progressively widening circle of social systems." (Childs, 1981, 41, citing Mercer, 1973).

differentiated curriculum: "a diversity of educational offerings;" modification of the regular curriculum which is characterized by "MORE INFORMATION (sic), HIGHER LEVEL material, and FASTER PACE." (Feldhusen, 1982)

giftedness: from the federal Gifted and Talented Children's Education Act of 1978, Sec. 902.

> For the purpose of this part, the term gifted and talented children means children and, wherever applicable, youth, who are identified at the preschool, elementary, or secondary level as possessing demonstrated or potential abilities that give evidence of high performance capabilities, in areas such as intellectual, creative, specific academic, or leadership ability, or in the performing and visual arts, and who by reason thereof, require services or activities not ordinarily provided by the school. (Kitano, 1982, 15)

giftedness: "Giftedness consists of an interaction among three basic clusters of human traits- these clusters being above average abilities, high levels of task commitment, and high levels of creativity. Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to any potentially valuable area of human performance. Children who manifest or are capable of developing an interaction among

the three clusters require a wide variety of educational opportunities and services that are not ordinarily provided through regular instructional programs." (Renzulli, 1978)

intellectual giftedness: now considered one category with academic giftedness; generally those students with IQs of 125+ and who demonstrate high achievement levels in all areas, or specific academic fields. (Lyon, 1981; Kitano, 1982)

moderately gifted: those intellectually gifted children whose achievement levels are more modest (60%ile-80%ile) and IQs in the range of 110-140 and whose social/emotional needs are best met by partial homogeneous grouping with gifted peers and partial heterogeneous peer grouping. (Feldhusen and Kollhoff, 1978)

young gifted child: normally those included in the chronological age group between 3 and 6; this study primarily concerned those in the chronological age group of 5 to 6 attending kindergarten (Kitano, 1982; Roeper, 1977; Fox, 1971)

CHILD DEVELOPMENT PRINCIPLES

Early childhood is a period of rapid growth and development, and is of crucial importance in the formation of the intellect and cognitive growth. Bloom noted that growth of intelligence is as great during the first four years of life as it is during the next thirteen (Bechtel, 1980). Therefore, a proper understanding of child development as it relates to the early environment is essential for understanding the urgency of stimulating the intellect and enhancing creative skills in the gifted young child.

Child development research has contributed positively by focusing attention on the need for sound educational planning for the young gifted child. Research has exposed as fallacy the assumption that gifted young children will progress on their own without assistance or provision for systematic growth (Schaffer, 1980).

Basic tenets of child development reflect the impact that the early

environment has upon the child. The early years are viewed as a time for rapid growth of selected characteristics. Variations occurring in the environment during the early years would have a direct bearing upon the development of these characteristics (Schaffer, 1980). Also, the child development principle that human development is sequential maintains that what occurs in the early years lays a foundation for that which is to come (Schaffer, 1980). Finally, learning theory contributes the principle that learning something new is much easier than eradicating previously learned behavior (Schaffer, 1980). Applying these principles of child development, the nurturance of early learning experiences within a supportive environment is vital in resisting later alteration and extinction of that formerly learned (Schaffer, 1980, citing, Bloom, 1964).

PHYSICAL AND DEVELOPMENTAL CHARACTERISTICS

A stereotype of the gifted child as a puny weakling, a physical misfit wearing glasses, and a neurotic who would quickly exhaust potential was exposed as a myth by Terman (1925) in his classic 40-year longitudinal studies of over 1,500 gifted. Terman's Genetic Studies of

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The following keys will be used the remainder of this paper:

(*) will be used to designate a strong correlation between a given characteristic and all three subjects in the case studies.

(•) will be used to designate a correlation between a given charcteristic and two subjects in the case studies.

(#) will be used to designate a negligible correlation between a given characteristic and any subject in a case study, or absence of data for this characteristic.

Genius (1926, 1930), noted the following physical traits of the gifted:

> Superior health of the mother during pregnancy (•)
> Greater weight at birth (#)
> Early dentition (#)
> Learning to walk and talk early (•)
> Fewer childhood illnesses (•)
> Fewer physical defects except for defective vision in one-fourth more of the gifted children (•) (Terman, 1925; perhaps a result of early and excessive reading)
> Higher average nutrition (#)
> Greater height (•), weight (•), arm span (#), width of shoulders (#), hips (#), and strength of grip (#)
> Superior motor control and motor ability (•)
> Attractive appearance (•)
> Lower incidence of nervous mannerisms- tics, chorea, and stuttering (•)
>
> (Gold, 1965, p. 31)

With respect to the total physical development, the gifted were, as a group, ahead or equal to the control group of average boys and girls in health and physical energy (Burt, 1975, p. 160; Abrams, 1981). Further studies supported Terman's initial conclusions that gifted children did not tend to be puny, asocial, or prepsychotic individuals.

BEHAVIORS AND TRAITS OF THE YOUNG GIFTED CHILD

It is far too common to view the gifted young child only in the area of intellectual development. An understanding of emotional and social development as well as physical and intellectual development enables one to view the young gifted child as a total entity. Because the young gifted child lies outside the norm, certain gaps exist within any frame of reference (Roeper, 1977). A clarification of attributes is necessary, for while the gifted child goes through the same developmental stages as other children, the manner and end results are

different (Roeper, 1982). While some recurrent social and emotional traits form a reasonable basis for identifying a young child as gifted, caution must be exerted in assuming that all gifted children exhibit such characteristics. It does appear, however, that many behavioral characteristics exhibited by the gifted young child are within the upper levels of the affective domain (Malone, 1979).

Abroms (1981) noted a developmental differentiation in the young gifted child's pattern of psychosocial development beginning about the age of eight months. At this developmental point the child begins to experience advanced language development (*) which includes first words. This is followed by early sentence formation and "agile use of language" around the age of two (*) (Abroms, 1981, 8). Shortly after this, the young gifted child shifts his/her reliance on primary caretakers to development of social relations with peers. During the preschool period advanced verbal skills may actually deter successful interactions within a peer group (#). It is when the young gifted child enters his/her first permanent group experience, usually in preschool or kindergarten, that he/she must acknowledge his/her giftedness and decide whether to use the giftedness or gravitate toward a group mean (Malone, 1979). However, it appears that a skillful combination of high language development and advanced social cognitive abilities enables the young gifted child to establish friendships and exhibit behavior patterns similar to his/her nongifted peers (Abroms, 1981, 14) (*).

A high vocabulary and advanced expressive language are often cited as characteristics of giftedness in the young child (Guilford, and others, 1981; Kitano, 1982; Karnes, 1978) (*). Good memory skills

are often coupled with advanced verbal skills (Roeper, 1977; Karnes, 1978; Guilford, and others, 1981; Roedell, 1982) (*). This would support the view that a relationship exists between the child's receptive language and his/her expressive language. The young gifted child's language often contains a "richness" based on expression, elaboration, and fluency (Guilford, 1981, citing Terman and Oden, 1947) (*). Guildford's (1981) study of the language development of gifted preschool children noted enhanced use of vocabulary, specific naming behaviors, grammatical elaboration, and frequent questions (*).

A definite discrepancy exists between the young gifted child's socio-emotional development and intellectual development. The statement is often made that the child is "six going on nine" (Roeper, 1977; Martinson and Lessinger, 1960). The child becomes an abstract thinker much earlier than he/she is emotionally ready to handle an understanding of abstract concepts. It is not unusual to find a young gifted child anxious or concerned about adult topics such as death, war, world problems, and social injustice (*) (Roeper, 1977; Perez, 1980). The young child may have advanced cognitive development, but he/she has not acquired the coping skills; intellectually comprehending a situation without emotional maturity may produce an unhealthy amount of stress for the child (Roeper, 1977; Perez, 1980).

The young gifted child displays a sense of humor that usually appeals to adults and older age-mates (*). This sense of humor manifests itself in enjoyment of riddles, telling jokes, and word plays. The young gifted child also sees the absurdity in a situation and quickly notices illogical behavior (Perez, 1980) (*).

The young gifted child is often viewed as a perfectionist (Roeper, 1977, 1982; Perez, 1980) (+). While the desire to be correct can be highly motivating, the anxiety and stress created when failure occurs can be devasting for the young gifted child. When these gifted children "find that they are unable to live up to these expectations, they consider it to be their personal fault rather than a realistic limitation of their age and ability. They often feel pressured and guilty whenever failure occurs which leads to feeling inferior." (Roeper, 1982, 21)

The trait of perfectionism can also be detrimental for the young gifted child because risk taking may be inhibited (Roeper, 1977, 1982; Perez, 1980) (#). The young child may be fearful of failure to the extent that no new project will be undertaken without first a precise explanation of what details are necessary for completion. This is particularly true in areas in which the child has little proficiency (Perez, 1980).

The active but not necessarily hyperactive young gifted child is inquisitive about his/her world. In an attempt to master and explore the world intellectually and physically, the young gifted child may come up with his/her own method of learning. For this reason, the young gifted child may seek out adults or mental-age peers for purposes of communication (+), and interaction may be more lively between the young gifted child and an adult and/or mental-age peers than among the gifted child and his/her chronological age peers (Roeper, 1977) (*).

Karnes (1978) also noted other intellectual traits that form a profile of the young gifted child. Such traits include the ability of abstraction and generalization at an early age (*), intellectual

curiosity (*), and an alert, observant mind set (*) This includes noticing details and events that others often miss (*). Intellectual curiosity is probably more advanced in specific areas such as reading, math, or science (*) where an opportunity is given for asking "why" and "how" questions (Karnes, 1978).

Karnes (1978) further depicted the young gifted child as one who normally learns easily and readily (*), is a self-taught reader (+), or who possesses a reading readiness and simply needs someone to teach the skills (#).

Erikson (1963, as cited in Chen, 1980) provided an outline for social development in which the child systematically passed through psychosocial stages. Chen (1980) applied Erikson's psychosocial stages to a comparison between the social development of the gifted child and his/her peers. Chen noted that intellectual distance between the gifted child and his/her age- mates increased with maturity so that the gifted child often experienced a disadvantge in social relationships. Therefore the young gifted child may prefer to work alone (Chen, 1980; Karnes, 1978) (#), and one should be careful not to mistake this psychological aloneness for loneliness (Chen, 1980).

In a review of the literature on peer relationships and the gifted, Austin and Draper (1981) noted tendencies, but were cautious in making any definite statements regarding developmental findings due to variables that require further research and replication. Social relationships among young children seem to be rather tenuous, and this may make verification of research somewhat difficult. Austin and Draper (1981) cautiously offered some observations of sequential development of social

relationships between the young gifted child and peers. The young gifted child seems to develop social cognition earlier than his/her peers, and this may be related to the child's high intellectual cognition. However, presence of well-developed social cognition does not necessarily form a strong correlation with a high level of social behavior.

Based on research of the social skills of gifted preschoolers, Roedell (1982, 5) stated, "Available evidence indicates that giftedness in the intellectual realm may only predict advancement in other areas to the extent that intellectual activity is involved." (+) The relationship between intellectual cognition and social cognition seems to be more highly developed than the relationship between intellectual cognition and social behavior (Austin and Draper, 1981, citing Roedell, 1978). This suggests that while the young gifted child may interact positively with peers, the child may still gravitate toward adults and older children for clarification of correct behavior patterns (Austin and Draper, 1981) (#).

In further review of the literature, Austin and Draper (1981) noted that, in kindergarten, the young gifted child is usually no more popular than those of average ability (=). However, as the young child enters the elementary years, a strong relationship is seen between intelligence and social acceptance (#). The relationship is not linear, though, for research seems to show that children with IQs up to 150 usually enjoy high popularity and social acceptance while those with IQs above 150 may face adjustment problems and less social acceptance within the peer group (Austin and Draper, 1981; Smith, 1982) (#).

Lehman and Erdwins (1981) in their study of gifted third graders found little social and emotional maladjustment. Fewer incidences of physical problems were reported (*) as well as nervous symptoms such as nightmares (*) and nervous mannerisms (+). The gifted group also demonstrated fewer aggressive (+) and destructive (*) behaviors, and were generally well-behaved in school, demonstrating fewer acting out behaviors (*) and needing less reprimands (*). It was noted that the gifted group set high standards, and were reluctant to compromise. Using personal and social adjustment scales, Lehman and Erdwins viewed the young gifted subjects as possessing more positive feelings about themselves (+) and demonstrating more mature interactions and relations with others.

Roedell (1982) related child development principles to traits most frequently reported by parents, i.e., early verbal ability (*), early spatial ability (*), early reading (+), early understanding of mathematical concepts (*), feats of memory (*), and peaks of high performance (#). Roedell noted that the young child will normally experience uneven, unique patterns of development, but the young intellectually gifted child may experience academic skill development in spurts.

IDENTIFICATION

Identification of the gifted child has remained a persistent problem but identification of the young child between the ages of 3 and 6 has continued to be more difficult (Karnes, 1980; Karnes, And Others, 1982). In consideration of the young child, identification should be an ongoing process not only for those who have actually demonstrated

giftedness, but also for those potentially gifted children (Karnes, 1980). The rationale for early identification relates directly to child development principles (Bloom, 1964) and the opportunities early identification affords for optimal intellectual development.

Early identification creates parental awareness of the gifts and talents their gifted child possesses. This enables the parents to seek out qualified personnel who will aid in nurturing the child's potential (Karnes and Others, 1982). Early identification also allows parents to assume responsibility for seeing that the young gifted child receives a challenging program during his/her schooling career. This entails learning advocacy skills on behalf of the young gifted child. (Karnes and Others, 1982). Finally, early identification provides an opportunity for establishing systematic nurturance and a network for sharing information with the child's first grade teacher. This assures a better chance for developing a differentiated curriculum which is consistent and compatible with the child's developmental level and interests (Karnes and Others, 1982).

Identification procedures may assume many forms (Achey-Cutts, 1983); however, identification should be systematic and based upon specific criteria, such as that suggested by McFarland (1980, 5).

1. "Assessment of the child's abilities and skills should occur in a number of different situations and by a number of different persons.

2. Assessment of the child's abilities and skills should incorporate the use of a number of different types of identification and procedures.

3. Assessment of the child's abilities and skills should be done with identification instruments that are appropriate for the child's age and/or age level.

4. Assessment of the child's abilities and skills during the first few school years, should be seen as the first step of an ongoing identification process rather than the final evaluation of the child's gifted characteristics.

5. Assessment instruments should be chosen to ascertain the types of needed information about the children to insure successful program development and implementation. For example, it may be far more beneficial to use a student questionnaire that highlights learning characteristics than to administer a standardized achievement test to a group of children already well noted for their advanced academic skills.

6. Identification procedures should be chosen that can realistically be used by the people responsible for doing the assessment. For example, an individualized intelligence test would not be a wise choice in a school where no personnel was trained to administer that type of test."

Tuttle (1978) concurred that a variety of identification procedures should be used, and commented on what research has established as advantages and limitations of different methods of assessment. Achievement tests appear to be geared to the average student with ceilings too low to adequately discriminate between the bright and the truly intellectually gifted. Likewise, questions on achievement tests are constructed for lower level cognitive skills, falling within Bloom's Taxonomy level of recall and comprehension. Lower level question construction does not allow for divergent thinking or alternate responses. The enabling behavior necessary for taking an achievement test is reading ability, and this may penalize some. Research indicated that student products are better indicators of future accomplishment than are achievement test scores, especially for those students who score in the upper ranges of such tests (Tuttle, 1978).

Individualized intelligence tests provide greater variety of response and more adequately assess the child's ability than do group

intelligence tests. However, a school psychologist or other trained personnel must administer them (Tuttle, 1978; McFarland, 1980).

Behavior rating scales provide a means for identification if the results are interpreted "with regard to the resources of the school and the community and the goals of the program." (Tuttle, 1978, 8) Research indicated that a reasonable core of behavioral characteristics can be seen in gifted children that are not readily demonstrated in non-gifted children. While the individual gifted child may not exhibit all the common characteristics, these common behavior traits can be used to form a reasonable profile in the identification process (Malone, 1975).

One method of applying behavioral traits to the identification process would be to observe the child's adaptive behavior. This would take note of behavioral evidence of the child's personal independence and social responsibility. An instrument, Adaptive Behavior Inventory for Children (Mercer and Lewis, 1977), is available for such purposes and has been rated as racially and culturally nondiscriminatory (Childs, 1981). The anecdotal approach also provides a practical way for the teacher to note adaptive behavior based upon direct classroom observations (Miller and Ford, 1980).

A test of creativity provides an indicator of flexibility, originality, fluency, and elaboration. This measure is useful with children who are able to draw and represent symbols, but it does penalize the child with poorly developed small muscle coordination. A creativity test is geared to measure those traits normally absent or penalized by the intelligence and achievement tests (Tuttle, 1978; McFarland, 1980).

Historically, the teacher has played a major role in the

identification of gifted children, but Gear (1976) noted that teacher nomination has usually been ineffective and inefficient, and cited other studies (Baldwin, 1962; Jacobs, 1971) that substantiated the ineffectiveness of subjective teacher nomination in the identification process. Tuttle (1978) hypothesized that the accuracy of teacher nomination is poor because most teachers are committed to viewing a student in relationship to conformity to the norm; also, teachers base identification on their perception of academically acceptable behavior or how a student operates within a group situation.

In a subsequent study, Gear (1978) demonstrated that teachers who were trained in identification skills were twice as effective in making referrals as those not provided with instruction. The implications are that teacher nomination can be effective if the teacher is specifically trained and the subjective nomination is coupled with more objective measures.

Another procedure for identification of the young gifted child is the parent nomination. "Parents are more accurate in their nomination . . . more conservative and showed (sic) less of a tendency to overestimate their children's abilities than the teachers." (Tuttle, 1978, 8, citing Jacobs)

Biographical inventories are further measures of individual background and interests. These inventories are valuable for they provide information often missed by sole use of standardized instruments (Tuttle, 1978).

The case study approach to identification combines many sources of information, i.e., aptitude and/or achievement test data, ratings from

past and present teachers, past performances in school, parent rating, self-rating, and developmental and biographical information. In a comparative study between the traditional and case study approaches, Renzulli and Smith (1977) found the case study superior in terms of the broad base of data available for identification purposes; it was also determined that the case study approach cost about one-third as much as the traditional approach and was less time consuming (Renzulli and Smith, 1977; Tuttle, 1978).

Research has demonstrated that no single procedure for identifying giftedness should be used. In response to this, Renzulli has offered a three-trait conception of giftedness that most early childhood educators could adapt for preliminary identification of a young gifted child (Karnes, 1980; Shwedel, 1980). Renzulli (1978) conceptualized giftedness as a cluster of three interlocking traits. The three traits--task commitment, above-average (not necessarily superior) general ability, and creativity--interact as <u>equal</u> factors in determining giftedness. Renzulli contended that in the traditional definition of giftedness, too much emphasis has been placed upon superior abilities to the exclusion of the other two traits. Use of this operational definition would provide the educator with a means of bringing giftedness to bear upon general and specific performance areas. "Gifted and talented children are those possessing or capable of developing this composite set of traits and applying them to <u>any</u> (emphasis added) potentially valuable area of human performance." (Renzulli, 1978, 216)

NURTURANCE

The educational needs of the intellectually gifted young child are diverse; however, a variety of approaches and a differentiated curriculum are possible within the regular classroom if the early childhood educator has competently identified the young gifted child based upon child development principles and current knowledge of gifted children and their needs (Feldhusen, 1982).

Educational Environment

Little research exists which details the proper time to implement an educational program for the young gifted child. However, child development principles would dictate that the earlier a program is initiated, the better. Most program characteristics and goals for a differentiated curriculum for the young gifted child have been derived from observations of preschoolers and kindergarteners, as well as generalizations that have been made from curriculum development research and observations of older gifted children. Kitano suggested that within the regular classroom, a differentiated program can be offered by "increasing depth, complexity or abstractness of the content, promoting different processes, asking children to create new products and providing new resources in terms of speakers, facilities, and materials."

Characteristics of a Differentiated Curriculum for the Young Child (Karnes, Shwedel, and Williams, 1983)

1. "Encouragement of children to pursue a chosen interest in depth.
2. Learning based on needs rather than on predetermined order or

sequence of instruction.
3. Activities that are more complex and require more abstract and higher-level thinking processes.
4. Greater flexibility in the use of materials, time, and resources.
5. Higher expectations for independence and persistence to task.
6. Provision of more opportunities to acquire and demonstrate leadership abilities.
7. Greater encouragement of creative and productive thinking, including higher-level thinking processes.
8. More emphasis on interpreting the behavior and feelings of self and others.
9. More opportunities to broaden the base of knowledge and enhance language abilities."

A differentiated curriculum should have well defined goals and objectives coupled with appropriate instructional methods. This would take into account the child's learning style(s), encouragement of independence, and use of higher level thought processes (Karnes, 1980).

Goals for a Differentiated Curriculum for the Young Gifted Child
(Karnes, 1978)

1. Increase convergent thinking.
2. Increase divergent thinking.
   a. Fluency
   b. Flexibility
   c. Originality
   d. Elaboration
3. Increase evaluative thinking.
4. Increase intellectual risk-taking.
5. Use complexity to provide a challenge.
6. Increase curiosity.
7. Increase imagination.

Goals for a Total Program for the Young Gifted Child
(Karnes and Others, 1983)

1. "To develop a healthy and realistic self-concept.
2. To acquire appropriate and effective interpersonal skills.
3. To establish positive attitudes toward school and learning.
4. To enhance task commitment.
5. To increase exploratory behavior and risk-taking.

6. To facilitate creative and productive thinking.
7. To acquire higher-level thinking processes."

Creative activities require no single correct response. Within this framework, the creative thinking processes of fluency, flexibility, originality, and elaboration could be utilized (Feldhusen and Treffinger, 1980; Kitano, 1982).

Forecasting, planning, decision-making, and communication are several thinking processes not normally included in the curriculum of the regular classroom (Kitano, 1982), but these could easily become part of the program design for the stimulation of both gifted and nongifted young children. Forecasting involves recognition of cause/effect relationship; planning implies the selection of objectives; decision-making encourages the process of making logical decisions based on a particular situation; and communication goes through the process of expressing ideas, emotions, and concepts in a way that meanings are clearly and convincingly presented to an audience of different ages and positions.

A review of the literature indicated four conceptual models that have been used with the young gifted child: Bloom's Taxonomy, Guilford's SOI, the open classroom, and the Enrichment Triad Model (Karnes, 1980; Karnes and Others, 1982). Each model has its merits, and one does not seem to be superior to the others. Use of any of these models would provide a blueprint for the early childhood educator in providing a differentiated curriculum for the young gifted child. Karnes (and Others, 1983) contained further discussion of Guilford's SOI and the open classroom model. Feldhusen and Treffinger (1980) provided indepth

coverage of the Enrichment Triad Model. Bailey and Leonard (1977) detailed a unit approach for adapting a preschool curriculum to Bloom's Taxonomy. Bailey and Leonard cautioned that Bloom's Taxonomy conceptual model should be viewed as a continuum of skills rather than six distinct levels of cognitive functioning. Flexibility should be incorporated so that this model is only part of a larger total program; the child should have freedom to participate in other activities apart from the core curriculum.

While most students would benefit from the previous instructional ingredients suggested, i.e., creative thinking, problem solving, higher levels of Bloom's Taxonomy, logic, inquiry, critical thinking, the young gifted child has a higher capacity for all of these. Feldhusen (1982) contended that three modifications of the regular curriculum--more information, higher level material and faster pace--are necessary. More information does not mean more facts but rather an extension in providing help in arriving at concepts, principles, and generalizations. Higher level may mean supplying material that is beyond the student's chronological age-grade placement or beyond that introduced to the average or low-ability student. Cognitive complexity and processing also fit within this area. A faster instructional pace must also be provided for the young gifted child in order to avoid boredom and demotivation that is generated by unchallenging tasks (Feldhusen, 1982).

Social-Emotional Environment

"Gifted children, by reason of their small numbers (2%-5% of the child population), function in school under the constant stress of being

'different.' Being different from age mates becomes an important problem for children when they enter their first, sustained group experience. Then they have to come to terms with their giftedness, deciding whether to persist in their giftedness or join the large group." (Malone, 1979, 26) The young intellectually gifted child becomes involved not only cognitively but also affectively. This requires good mental health and provision of a nurturing social-emotional environment within the regular classroom. It should be the place of the early childhood educator to recognize and provide for the social-emotional needs of the young gifted child, rather than wait to "put out fires" as problems are created.

Roedell (1982) suggested ways for aiding the young gifted child in utilizing his/her intellectual abilities to analyze and improve social behavior.

1. Assist the child in gaining independence in learning.
2. Teach the child to demonstrate assertiveness in expressing needs and emotions.
3. Guide the child in developing a social sensitivity in understanding other people.
4. Provide opportunities to learn friendship making skills.
5. Provide opportunities to apply problem solving skills to an actual social problem.

Another consideration in the nurturance of the social-emotional environment should be provision for the young gifted child to have true intellectual peers (Karnes, 1978; Malone, 1974, 1979; Schwartz, 1980). The absence of true intellectual peers may force a decision upon the young gifted child of whether to acknowledge his/her giftedness or join the majority.

Most educators would agree that all children have the same basic needs: security, love, esteem, and provision for physiological requirements (Maslow, 1970). However, the young gifted child has further social-emotional needs which, perhaps, are unique to those with superior intellectual ability. Culross (1982) delineated the guidance and counseling needs of the gifted with policy recommendations for a program for the gifted. Contained within these needs are the following social-emotional needs:

1. " The need for adequate social relationships.
2. The need to recognize and accept the abilities, interests, and limitations of others.
3. The need to recognize and accept one's own abilities, interests, and limitations.
4. The need to understand the attitudes of parents or teachers toward the gifted child.
5. The need to set realistic goals and to evaluate realistically. (Culross, 1982, 25)

Roeper (1977) contended that more emotions come into play for the young gifted child simply because he/she loses innocence earlier. The advanced moral and ethical development of the young gifted child puts the child into a position of having to cope with the reality of the world, seeing inconsistencies but not having the emotional growth and development to demonstrate appropriate behavior. A classroom environment where affective education consciously occurs would be one that encourages the gifted child to explore new ideas, is warm and supportive when mistakes are made, and promotes an openness to take creative and cognitive risks (Nelson and Cleland, 1971). The young gifted child's sense of belonging, self-esteem and individuality must be fostered. Nelson and Cleland (1971) profiled the affective traits of a teacher who

provides social-emotional nurturance within the classroom.

The teacher is supportive and accepting.
Coercion is not used to manipulate children.
The teacher provides structure for the child to feel secure but not enough to limit or stifle creative response.
The teacher accepts and empathizes with strong feelings.
The teacher values creativity and welcomes new ideas.
The teacher recognizes, accepts, and values individual differences.

CONCLUSIONS: WHAT NOW FOR THE YOUNG GIFTED CHILD IN THE 1980'S?

Mainstreaming appears to be the current trend in education; therefore, the young gifted child is found within the regular classroom. Within this framework, the education of the young gifted child has been threatened by the imposition of serious limits within the area of identification and nurturance. Whereas interest in identification and nurturance of the older gifted child has increased, the interest in the young gifted child is only in the infant stage. The sparsity of research on the young gifted child produced for the writer a disturbing mental picture of unidentified gifted children kindly abandoned in the regular classroom with the thought that they would turn out just fine, that they could teach themselves and that they were progressing under their own power without need for assistance.

This writer is encouraged that recent interest in the connection between child development principles and early learning has spurred further research (Karnes and Associates; Rosdell and Associates; Malone and Associates) so that identification and nurturance of the young gifted child appears to be gaining momentum. However, serious limitations and problems still exist in properly identifying and

nurturing the young gifted child.

> "We have been too obsessed by a single concept of giftedness. Even when we have accepted multiple criteria of selection, we have insisted upon grouping all of those identified as 'gifted' into a single group, with a single kind of treatment."
> (Torrance, 1980, 43)

> "Unfortunately, giftedness is not an objectively observable condition but primarily a socially defined phenomenon. Giftedness depends to a great extent on what a particular society, at a particular time, needs and values. . . . we have not considered the extent to which our label 'giftedness' is creating the very phenomenon we think we are studying. . . . Perhaps we are creating the phenomenon of giftedness, rather than discovering or uncovering it." (Franks and Dolan, 1982, 175)

As the writer reviewed available, well documented research of the characteristics of gifted young children, a profile emerged of unique children who usually march to the tune of a different drummer. Young gifted children appear to be responsible, self-analytical, inquisitive, active but not hyperactive, and self-disciplined. They also tend to display a keen sense of humor, show sensitivity to others or to situations, develop high standards for themselves, and usually resist conformity to the norm. Young gifted children also learn quickly, have long attention spans and good memory skills, advanced vocabulary and language development, and display persistence in task commitment. A further profile shows young gifted children as physically healthier and larger for their age. Socially and emotionally, young gifted children have high social cognition and are usually more mature than age-mates. They tend to possess high social values and exhibit a competitive nature.

Further review of the research noted a few more unpleasant behavior traits of the young gifted child in the form of negative intellectual

and socio-emotional coping skills. Young gifted children tend to be perfectionists. This may lead to emotional frustration and severe self-criticism when a product does not meet their high standards. The mismatch between high social cognition and social behavior may lead gifted children to gravitate toward the group mean and devise methods so that others are unaware of their superior intelligence.

If one accepts the premise that the early childhood educator can become proficient in identifying the intellectually gifted young child, then it is incumbent upon that educator to look beyond test scores and examine the underlying nature of giftedness which includes physical, social and emotional characteristics of the young gifted child. Just as a drawing of a face would be incomplete if a facial feature were missing, so too, would consideration of the young gifted child be incomplete without looking at the total components of giftedness. Implications from research strongly suggested that with training, teachers do become more effective in identifying the young gifted child and the many parodoxes that child brings to the educational scene. This training surely should include use of various standardized instruments, but it should also include training in recognizing and understanding the physical, social, emotional and educational traits of the young gifted child.

Likewise, it is the writer's contention that a competent early childhood educator must be needs-oriented and subscribe to the basic needs of the gifted as espoused by Feldhusen (1982). Too many still believe the preprimary child is incapable of intelligent thinking. "Even those who acknowledge that preprimary children can think still

regard them as 'birdbrained,' (sic). . . . If kindergarten children are treated as though they are 'birdbrained,' this is the way they will behave." (Torrance, 1965, 51) Therefore, the early childhood educator must view the young gifted child with respect and express confidence in his/her superior intellectual prowess.

If one subscribes to the premise that the early childhood educator can plan and implement a differentiated curriculum within the regular classroom based upon knowledge of the intellectual, social, and emotional needs of the young gifted child, then one needs to view the educator as a facilitator. Too often the young child is viewed as a human sponge whose job it is to soak up all kinds of knowledge. Rather, the educator as facilitator will concentrate on processes and apply them through various learning strategies in maintaining optimal nurturance of the young gifted child. Guiding the child in learning how to learn should be a key goal of nurturance. This requires the educator to possess more than a passing acquaintance with the higher levels of cognitive thinking, problem solving, critical thinking, logic and inquiry. In a world daily bombarded by future shock, the educator must facilitate process approaches for the gifted, and this must start at the kindergarten level within a supportive, caring, and secure classroom environment. Young gifted children need to know how significant others feel about them. They need feedback and a fostering of their self-esteem.

The early childhood educator must be hesitant of accepting giftedness as a "given." Rather, one must see each young gifted child with respect to interaction with his/her specific environment. It is vital to "view giftedness as a process of becoming, rather than an exercise in

being." (Franks and Dolan, 1982) This is precisely what research has indicated in the direction of identification and nurturance of the young intellectually gifted child within the regular classroom. The early childhood educator must provide challenge but not pressure, be innovative but not restrictive, caring and sensitive, insightful, creative, and courageous. Bunke and Dearborn (1981) capsulized this thought in their statement,

> It seems as though the 'house of the world' is never in order long before it is rearranged and reordered by the gifted. . . .gifted children are not great children but they do have the seeds of greatness within them, waiting to be nurtured by sensitive and facilitating teachers.

RECOMMENDATIONS

1. Identification procedures should be open for those that are possibly gifted as well as those who are probably gifted. Identification should be made by multiple procedures and based on multiple criteria that fit the purposes of a specific program. However, emphasis should be on development rather than preoccupation on identification during the preprimary years.

2. Early childhood educators should be trained to base identification of the young gifted child on sound principles of child development and a competent knowledge of common social, emotional, and behavioral characteristics of giftedness.

3. Early childhood educators should be trained to plan and implement a differentiated curriculum within the regular classroom based upon knowledge of the intellectual, social and emotional needs of the young gifted child.

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APPENDIX

Appendix A

Composite of Common Behaviors and Traits of the Young Gifted Child

INTELLECTUAL AND ACADEMIC

is attentive; alert
possesses advanced vocabulary for age
shows early interest in books and reading
learns rapidly
has high level of curiosity
enjoys being with older children
pursues interests; collects things
has long attention span
possesses high standards
shows mature sense of humor for age
prefers new and challenging experiences
retains information
displays high level of planning,
problem-solving, and abstract thinking
compared to peers

CREATIVE

asks many questions
does things in own way (independent)
may prefer to work alone
experiments with whatever is at hand
is highly imaginative
thinks up many ways to accomplish a goal
may respond with unexpected, smart-
aleck answers
produces original ideas

LEADERSHIP

is frequently sought out by peers
interacts easily with other children and adults
adapts easily to new situations
can influence others to work toward goals-
desirable or undesirable
is looked to by others for ideas and decisions
is chosen first by peers

from

Kitano, Margie, "Young Gifted Children: Strategies for Preschool Teachers," Young Children, May, 1982, 37: 16.

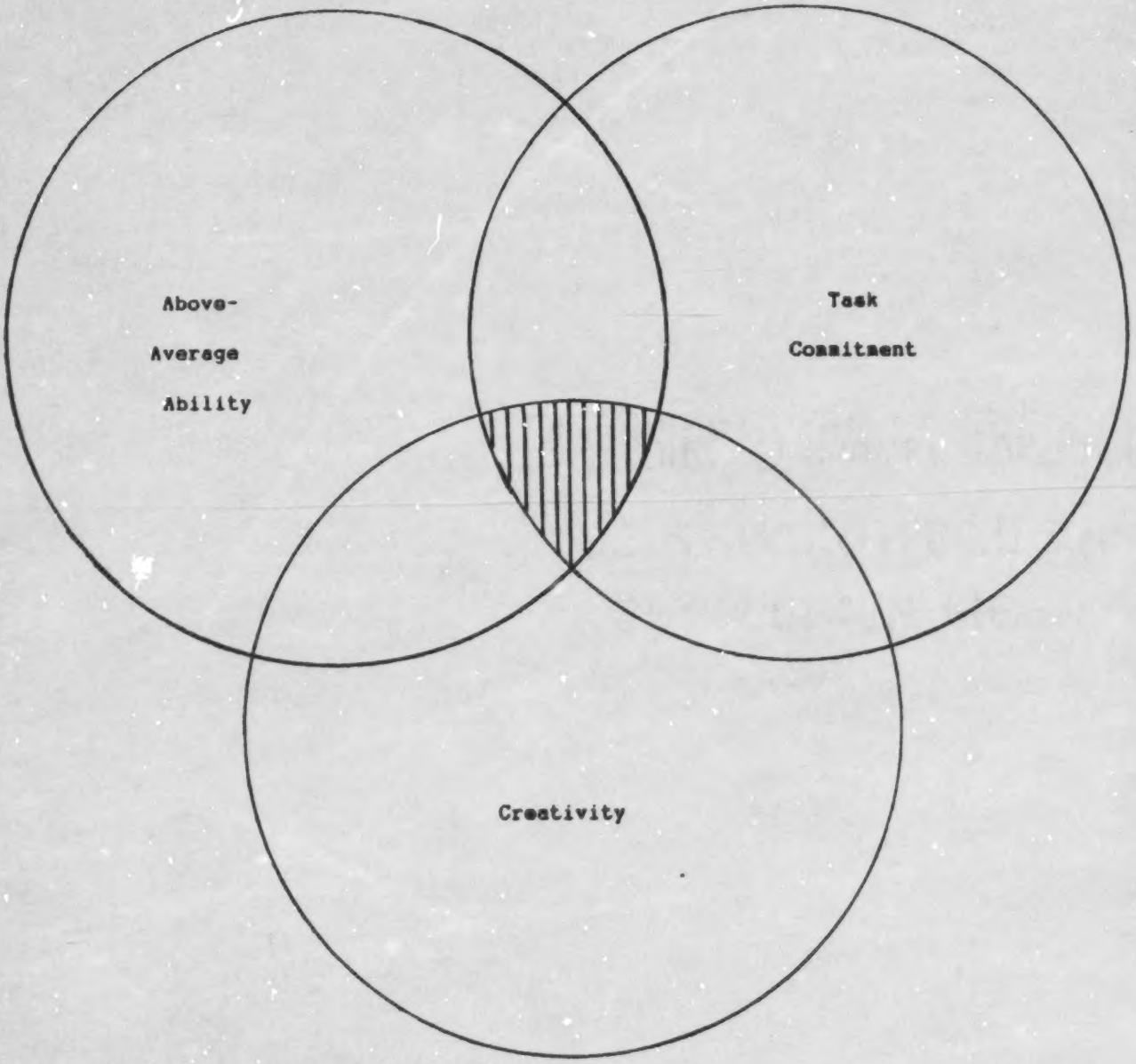
Appendix B

Basic Needs of the Gifted
(Feldhusen, 1982, 38)

1. Maximum achievement of basic skills and concepts
2. Learning activities at appropriate level and pace
3. Experience in creative thinking and problem solving
4. Development of convergent abilities, especially in logical deduction and problem solving
5. Stimulation of imagery, imagination, spatial abilities
6. Development of self-awareness and acceptance of own capacities, interests, and needs
7. Stimulation to pursue higher level goals and aspirations (models, pressure, standards)
8. Development of independence, self-direction, and discipline in learning
9. Experience in relating intellectually, artistically, and affectively with other gifted, creative, and/or talented students
10. A large fund of information about diverse topics
11. Exposure to a variety of fields of study, art, professions, and occupations
12. Access and stimulation to reading

Appendix C

Renzulli's Three-Trait Cluster of the Ingredients of Giftedness



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THE CASE HISTORY AND OBSERVATION OF AN INTELLECTUALLY GIFTED KINDERGARTEN CHILD WITH RECOMMENDATIONS FOR NURTURANCE AT SCHOOL AND HOME

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I. Case History Record for Analysis of Academic Giftedness

A. Family History

1. Name of child observed: J.
   a. Birthdate: 31 May 1978 CA: 5-10
   b. Sex: female
   c. Number of children in family: 2 females
   d. Birth order of child: first
   e. Adopted: no

2. Family Status
   a. Both parents are living.
   b. Both parents are at home.
   c. Child resides with parents.

3. Father
   a. Age: 34
   b. Occupation: physician
   c. Education: Medical school; M.D. degree
   d. Nationality/descent: U.S. citizen; German descent

4. Mother
   a. Age: 33
   b. Occupation: physician
   c. Education: Medical school; M.D. degree
   d. Nationality/descent: U.S. citizen; Italian/Slovak descent

5. Other children in the family
   a. Sister age: 3 birthdate: 5-11-80

6. Residence
   a. Rural community in northern Indiana
   b. At this residence: 1 1/2 years
   c. Previous residence: Omaha, Nebraska - 4 years

B. School History

1. Name of school: selected private school in northern Indiana
2. Enrolled: August 1983 in kindergarten
3. Present grade: kindergarten

C. Rating Scale/Nomination Form Based on Parental Observation of Characteristics of Intellectual Giftedness (Appendix A)

D. Rating Scale/Nomination Form Based on Teacher's Observation of Characteristics of Intellectual Giftedness (Appendix B)

II. Physical and Developmental Data

A. Developmental History

1. Born at full term: yes
2. Weight at birth: 7 pounds 0 ounces
3. Walked: 9 1/2 months
4. First words: 9-10 months / "bye" and "da-da"
5. Talked in sentences: before age 2
6. Toilet trained: 26 months; no problems; birth of sister occurred during toilet training period
7. Nursery or preschool experience: 1 year at local church related preschool from 1982-1983

a. Summary of parent's observations of child's preschool experience

J. enjoyed the stories which she heard at preschool. She participated fully in songs and games that occurred during the preschool experience.

b. Rating Scale/Nomination Form Based on Preschool Teacher's Observation of Characteristics of Intellectual Giftedness (Appendix C)

c. Summary of preschool teacher's observations of child's preschool experiences

J. was probably better than average in number work. In perceptual-motor skills, J. seemed to lag behind the other children her age particularly in areas involving catching and throwing a ball. She seemed to be afraid of catching a ball. J. showed quite a bit of determination to improve her physical skills and seemed to realize the areas in which she could use improvement.

8. Parental observations of developmental milestones that provided evidence child might be academically gifted

a. Continual questions and keen observation: J. would comment at an early age about observations she made. She also asked very thoughtful questions. Before the age of 2, while riding in a car, J. asked, "Why is the moon following us?"

b. Early development of oral language and high vocabulary: Mother noticed that J. talked in

sentences very early, before the age of two. It seemed to the mother that she was always able to converse with J.

B. Health History

1. Childhood diseases: chicken pox- April 1983
2. Allergies: none
3. Convulsions: none
4. Surgery: no
5. Hospitalization: no
6. Scarlet fever: no
7. Bronchitis: no
8. Other: otitis - November 1983; January 1984
9. Immunization status
   a. DPT or DT: current through May 1983
   b. Oral polio: current through May 1983
   c. MMR: August 1979
10. Health test for school entrance
    a. TB: May 1983/ negative
    b. Sickle cell: not required/ child is female caucasian
11. Dental health
    a. Periodic examinations every 6-9 months
    b. Good dentition
    c. Current eruption of 6-year molars

C. Present health and Habits

1. School attendance record:

   1983-1984: 2 days absent; one absence due to viral illness and one absence due to personal leave

2. Present weight and height: 50 pounds
   3 feet 8 1/4 inches

3. Sleep habits
   a. Sleep required per night: 10 hours
   b. No other reported habits

4. Eating habits
   a. Foods she does not like: eats most foods but dislikes onions
   b. Foods she prefers: tacos, cheeseburgers, spicy foods as opposed to bland ones

5. Medication- not presently taking medication

6. Participation in normal activities in school
   a. Normal participation allowed in physical education

class which involves perceptual-motor activities and skill development

b. Physical adeptness: See Perceptual-Motor Progress Reports, 1983-1984 school year. (Appendix D)

7. Hearing
   a. No hearing test needed other than routine screening process by audiometrist at school
   b. Experiences no difficulty in hearing normal speech

8. Vision
   a. Vision screening by an optometrist
   b. No recommendations by optometrist; normal vision
   c. Requires no special vision training

D. Dominance

1. prints: right hand
2. eats: right hand
3. catches: right hand
4. throws: right hand
5. kicks: right foot

Summary: The child demonstrates dominance of the right hand and right foot. She is developing better control of fine-motor muscles. See handwriting sample (Appendix E).

III. Environmental Data

A. Social Development

1. Companions

a. Frequency of play with others: daily at school and at home

b. Ease with which child makes friends within peer group as observed by parents

Summary: J. makes friends easily, but deals better with friends on an individual basis as opposed to a group. J. sometimes appears shy but only briefly. She usually is willing to make the initial contact in making a new friend.

c. Characteristics child normally seeks in a friend as observed by parents: availability of other child

d. Child's closest neighborhood companions:
   S. - age 5 -male K.- age 6 -female
   D. - age 8 -male T. -age 8 -male

e. Activities child engages in with closest companions
Outdoor: bike riding; imaginary play, i.e., camping, fort building; games, i.e., tag, hide-seek; sandbox

Indoor: imaginary play, i.e., house, store, school, camping, restaurant; dancing, singing

2. Interaction with adults; ease with which child makes friends with an adult as observed by parents

Summary: J. makes friends with an adult without being overly shy or cautious.

3. Interaction in a peer group through clubs and group memberships: takes ballet lessons

4. Home expectations and responsibilities

a. Allowance: receives none

b. Parental expectations in helping with household tasks

	Never	Occasionally	Regularly
Sets table		x	
Washes dishes/wipes		x	
Makes bed		x	
Cleans house	x		
Empty trash	x		
Clean own room up		x	
Picks up toys			x
Carries out trash	x		

5. Freedom and privileges child is granted

a. Telephone use: allowed to use telephone; may call grandparents, uncle and time/temperature

b. Freedom of movement according to parents

/no/ must play in own yard or in sight of home
/no/ limited to own block
/no/ must ask to cross street
/yes/ must stay in neighborhood
/no/ has wide range of movement but must report where she is going
/no/ goes pretty much where and when she pleases

c. Entertaining friends

/yes/ allowed to have friends visit in the home

/yes/ allowed to have friends play inside the home
/yes/ allowed to stay overnight with a friend and to have a friend stay overnight at J.'s home

d. Selection and purchase of clothing

/no/ mother usually shops alone; child advises on preferences when accompanying mother
/yes/ decides what to wear for a particular occasion

e. Visits away from home

With parents:
Trips from Omaha to Indiana (some by plane)
Plane trip to Louisiana to be flower girl in wedding
Weekend to Warsaw, IN, for skating and swimming
Indianapolis Childrens' Museum, zoo, movies, fairs

Without parents:
Spends every other weekend with paternal grandparents
Spends occasional weekend with maternal grandparents
Occasional overnight stay with cousin on the farm

6. Cultural atmosphere of home
   a. Magazines received through subscription:
      Highlights for Children
   b. Other resources available to the child
      World Book encyclopedia
      Childcraft encyclopedia
      Art work

   c. Equipment in the home

/yes/	TV	/yes/	automobile	/yes/	computer
/no/	boat	/yes/	radio	/no/	piano
/yes/	tape recorder	/yes/	record player	/yes/	books

7. Interests
   a. Most used playthings and equipment

outdoor:	indoor:
bike	paper, pen, crayons
swing	books, puzzles
shovel, water, sand	purse
	dolls, stuffed animals
	dominoes, UNO, cards
	games

   b. Favorite games and/or play activities

puzzles (250 pieces and more)
swimming, biking
dancing
imaginary play with sister

c. Favorite books or stories
A Light in the Attic - a book of poetry
McGuffy Reader

d. Favorite TV program
With family:
Movies such as Superman, Star Wars, Sound of Music, Annie

For personal viewing
"Wonder Woman"
"Little House on the Prairie"

TV watching per day: 2 hours

Restrictions or limitations: none

e. Radio listening: rock 'n roll

f. Special interests

Drawing and/or painting? yes
Listening to music, singing? yes
Working with tools? yes
Scientific experiments? "Yes, it helps me learn."
Making up stories or plays? yes
Dancing? yes
Making collections? yes

B. Emotional and Personality Adjustment Data

1. Descriptors of behavioral traits according to parents
a. Parent Inventory (Appendix F)
b. Rating scale of specific observable traits

Key: 0= trait does not normally occur
1= low incidence of that trait
3= high incidence of that trait

(3)	aggressive	(1)	blames others
(5)	ambitious	(2)	cries easily
(1)	depressed	(0)	bed wetting
(2)	easily discouraged	(3)	disorganized
(0)	head banging	(0)	sleep walks
(2)	nervous mannerisms	(2)	timid, shy
(2)	excessively messy	(4)	friendly

1. Descriptors of behavioral traits according to parents-continued

(0)	speech difficulty	(3)	impulsive
(2)	temper outbursts	(1)	nightmares
(3)	daydreams	(2)	fearful
(1)	hyperactive	(2)	selfish
(4)	generally happy	(1)	steals
(0)	thumb sucking	(1)	destructive
(0)	nail biting	(1)	lies
(4)	worries/nervous	(0)	rocking
(2)	excessively neat	(0)	soiling

2. Descriptors of behavioral traits according to teacher
   a. Teacher rating of behavior and personality characteristics adapted from Gallagher/Crowder (Appendix G)

   b. Renzulli Scale for Rating Behavioral Characteristics of Superior Students (Appendix H)

   c. Narrative of specific examples of observed behavior based on Renzulli Scale (Appendix I)

3. Sentence completion by student demonstrating language development, thought, and level of security (Appendix J)

4. Artwork by student interpreting abstract concepts (Appendix K)

IV. Educational Data

A. School Progress

1. Psychological tests given while attending present school: none recorded

2. Present kindergarten curriculum subject areas: religion (Bible stories), memorization (Bible passages and hymns), mathematics, language arts, perceptual-motor, art, music, science, social studies, health/safety, handwriting

3. Classroom academic record 1983-1984 school year: Progress Report Third Nine-Week Period (Appendix L)

4. Attendance 1983-1984 school year to date: two absences; no tardies

B. Work Attitudes and Study Habits as Reported on Progress Report 1983-1984 (Appendix M)

C. Speech Habits as Observed by Classroom Teacher

/no/ stuttering /no/ foreign accent /no/ lisping
/no/ omissions /no/ hesitations /no/ reversals
/no/ repetitions

D. Adjustment of School to Pupil's Needs in Kindergarten 1983-1984
1. Remains with chronological age group for most subjects
2. Instructed in advanced math with three peers of same chronological age
3. Computer literacy introduced in September 1983; works 2-3 times per week in computer-assisted instruction
4. Works on one-to-one instructional basis with teacher and teacher's aide(s) on individualized programs utilizing problem-solving, cause-effect relationships, sequencing, following directions
5. Utilizes teacher-made games which emphasize problem-solving, reasoning skills, and higher mathematical processes

E. Criteria Used at J.'s School for Identification of Academic Giftedness (See Achey-Cutts and Garvin, 1983, for more detailed identification procedures.)

1. Nomination - Initial input
a. Teacher(s)
b. Parent(s)
c. Peers (occasionally)
d. Standardized Achievement Test 90%ile and above
e. Pupil product(s)

2. Screening- Collection of specific data
a. DeHaan Checklist
b. Teacher input
c. Renzulli Scales (occasionally)
d. Check lists

3. Selection- Decision making
a. Based on compilation, examination and evaluation of data by teacher(s) and principal
b. Parental consent secured for inclusion in a gifted program other than within the regular classroom

V. Testing Data

A. Tests of Mental Ability: none administered to date

B. General Tests of Achievement:

Iowa Tests of Basic Skills
Form 7 Level 5 Early Primary Battery
February 1984 Grade: K.6

Subtest	PR	G.E.
Listening	99	3.0
Word Analysis	85	1.3
Vocabulary	90	1.6
Language	87	2.1
Mathematics	99	2.6
Composite	99	2.1

C. Diagnostic Tests: no standardized tests administered; occasional criterion-referenced tests in readiness areas

VI. Summary and Evaluation of Delivery Services

A. Options Available at J.'s School as a Delivery Service for the Young Intellectually Gifted Child in Kindergarten

1. "Keeping the child with his (her) chronological age group and 'enriching the curriculum.'"
2. "Locating the individual close to his (her) mental-age level in school class with chronologically older children."
3. "Retaining the child in his (her) chronological age group for some subjects and advancing in others." (O'Shea, 1959, 523)
4. Providing a pull-out program several times per week for study of a selected topic or instruction in specific skills, e.g., problem-solving, creative/productive thinking
5. Providing a summer program based on a topical approach

B. Options Currently Used at J.'s School to Deliver Services to the Young Intellectually Gifted Child in Kindergarten

1. Instruction with chronological age group for some subjects and advancement (out of level) in others; inclusion of activities that demand higher level thought processes, complex thinking, creative/productive thinking
2. Enrichment of the curriculum in selected areas while remaining with chronological age group
3. Inclusion in a 1984 Gifted Summer Program (Topical) if one is available

C. Evaluation of Delivery Services Currently in Use at the Kindergarten Level

Summary: The philosophy of J.'s school regarding the education of the young academically gifted kindergarten

student appears to be developmental rather than primarily oriented toward identification. A small class size, flexible grouping, and individualized instruction makes out of level and enrichment activities possible. Although it was not implemented with J., instruction with older children (grade 1 and grade 2) would have been available by agreement with the primary teacher. Enrichment activities are planned to give the gifted child impetus in making use of outside resources as well as involving the home. Teacher aides are available four days per week to assist in carrying out special activities planned by the teacher. Program goals for the gifted are basically the same as those for all children attending kindergarten, with perhaps more intensification for the intellectually gifted in those areas that are starred (*).

PROGRAM GOALS

-"To develop a healthy and realistic self-concept.
- To acquire appropriate and effective interpersonal skills.
- To establish positive attitudes toward school and learning.
* To enhance task commitment.
* To increase exploratory behavior and risk-taking.
* To facilitate creative and productive thinking.
* To acquire higher-level thinking processes."
(Karnes, Shwedel, Williams, 1983, 129)

VII. Recommendations for Further Nurturance at School

A. Provide a differentiated kindergarten curriculum with the following characteristics:
1. "Encouragement of child to pursue a chosen interest in depth.
2. Learning based on needs rather than on predetermined order or sequence of instruction.
3. Activities that are more complex and require more abstract and higher-level thinking processes.
4. Greater flexibility in the use of materials, time, and resources.
5. Higher expectations for independence and persistence to task.
6. Provision of more opportunities to acquire and demonstrate leadership abilities.
7. Greater encouragement of creative and productive thinking, including higher-level thinking processes.
8. More emphasis on interpreting the behavior and feelings of self and others.
9. More opportunities to broaden the base of knowledge and enhance language abilities."
(Karnes, Shwedel, Williams, 1983)

B. Develop a curriculum with well defined goals and objectives based on J.'s stage of development.
   1. Consider her learning style(s). (Karnes, 1980)
   2. Integrate elements of content, process, and product into J.'s play experience. (Kaplan, 1980)

C. Goals and Activities for J. (Karnes, And Others, 1978)
   1. To increase convergent thinking
   2. To increase divergent thinking
      a. Fluency
      b. Flexibility
      c. Originality
      d. Elaboration
   3. To increase evaluative thinking
   4. To increase intellectual risk-taking
   5. To increase curiosity
   6. To be challenged by complexity
   7. To increase imagination

D. Stimulate J.'s intellectual talent. (Karnes, And Others,1978)
   1. Provide academic activities appropriate to J.'s social, emotional and motor abilities.
   2. Encourage J. to be an independent learner.
   3. Emphasize concept learning.
   4. Encourage self-evaluation.
   5. Converse regularly with J.
   6. Consider J.'s social and emotional development.
      a. Encourage interaction and cooperation with others.
      b. Provide intellectual peers if possible.
      c. Create an awareness of her talents.
   7. Encourage creativity.
   8. Work closely with J.'s parents..

E. Goals for Parent Involvement (Karnes, 1980)
   1. Enable J.'s parents to understand their gifted child.
   2. Provide information leading to acquisition of knowledge and skill in child development.
   3. Provide information on appropriate ways of child management which will enable J. to become a contributing member of society.
   4. Create an awareness of community resources that will be relevant to J.'s growth and development.

VIII. Recommendations for Further Nurturance at Home

A. Establish realistic expectations. (Karnes, And Others, 1978)
B. Provide "space" at home for creative efforts. (Karnes, And Others, 1978)
C. Spend time with J. (Karnes, And Others, 1978)
D. Foster a healthy self-concept by providing feedback for

accomplishments, and help in accepting failure. (Karnes, (Shwedel and Williams, 1983)

E. Encourage tolerance and acceptance of others with lesser abilities. (Karnes, Shwedel and Williams, 1983)
F. Make use of community resources.
G. Encourage play for the development of communication and interpersonal skills. (Kaplan, 1980)
H. Provide opportunities for J. to associate with intellectual peers if possible. (Karnes, 1978)
I. Encourage self-evaluation. (Karnes, 1978)
J. Encourage independent learning. (Karnes, 1978)
K. Converse with J. and ask opinions. (Karnes, 1978)
L. Use higher level thought processes and questions.

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APPENDIX

Appendix A

Rating Scale/Nomination Form Based on Parental Observation of Characteristics of Intellectual Giftedness

Student: J. age: 5 years 10 months
Teacher:
Relationship of person filling out this form: *mother*

Directions: Please circle the letter which you believe best describes the amount of each characteristic the student displays.

		Low			High
1.	Reads widely and a great deal	A	B	C	(D)
2.	Outstanding in mathematics	A	B	C	(D)
3.	Wide range of interests	A	B	(C)	D
4.	Likes to work alone	A	B	(C)	D
5.	Likes to solve problems	A	B	(C)	D
6.	Large vocabulary for age	A	B	(C)	D
7.	Above average language development	A	B	C	(D)
8.	Sticks to an interesting activity	A	B	C	(D)
9.	Knows great deal about many subjects	A	B	(C)	D
10.	Desires to excel	A	B	C	(D)
11.	Learns quickly if motivated	A	B	C	(D)
12.	Enjoys complexity	A	B	(C)	D
13.	Keen sense of humor	A	B	(C)	D
14.	Anticipates outcomes (of experiments for example)	A	B	(C)	D
15.	Excellent memory	A	B	C	(D)
16.	Long attention span	A	B	C	(D)
17.	Prefers to choose own activities	A	B	(C)	D
18.	Sets own goals	A	B	(C)	D
19.	Examines others' opinions before acceptance	A	B	(C)	D
20.	Forms own opinions and judgments	A	B	(C)	D
21.	Interested in "adult" subjects such as politics, current events, religion, world problems	A	(B)	C	D
22.	Finishes projects once started	A	B	C	(D)
23.	Prefers company of older children and/or adults	A	B	C	(D)
24.	Presents unusual ideas and approaches to problem solving	A	B	(C)	D
25.	Reasons out solutions to problems	A	B	(C)	D
26.	Aware of detail- keen observer	A	B	C	(D)
27.	Is a high achiever	A	B	(C)	D
28.	Is very creative	A	B	(C)	D

Adapted from Nazer, Irene R., A Reasonably Satisfactory Way of Identifying Intellectually Gifted Students, Educational Resources Information Center, Ed 206 143, Tacoma Public Schools-Office of Research and Evaluation, Tacoma, WA, May, 1981, Appendix A.

Appendix B

Rating Scale/Nomination Form Based on Teacher Observation of Characteristics of Intellectual Giftedness

Student: J. age: 5 years 10 months
Teacher:
Relationship of person filling out this form: *teacher*

Directions: Please circle the letter which you believe best describes the amount of each characteristic the student displays.

		Low			High
1.	Reads widely and a great deal	A	B	C	(D)
2.	Outstanding in mathematics	A	B	C	(D)
3.	Wide range of interests	A	B	C	(D)
4.	Likes to work alone	A	(B)	C	D
5.	Likes to solve problems	A	B	C	(D)
6.	Large vocabulary for age	A	B	C	(D)
7.	Above average language development	A	B	C	(D)
8.	Sticks to an interesting activity	A	B	C	(D)
9.	Knows great deal about many subjects	A	B	C	(D)
10.	Desires to excel	A	B	C	(D)
11.	Learns quickly if motivated	A	B	C	(D)
12.	Enjoys complexity	A	B	C	(D)
13.	Keen sense of humor	A	B	(C)	D
14.	Anticipates outcomes (of experiments for example)	A	B	C	(D)
15.	Excellent memory	A	B	C	(D)
16.	Long attention span	A	B	C	(D)
17.	Prefers to choose own activities	A	B	(C)	D
18.	Sets own goals	A	B	(C)	D
19.	Examines others' opinions before acceptance	A	B	(C)	D
20.	Forms own opinions and judgments	A	B	(C)	D
21.	Interested in "adult" subjects such as politics, current events, religion, world problems	A	B	(C)	D
22.	Finishes projects once started	A	B	(C)	D
23.	Prefers company of older children and/or adults	A	(B)	C	D
24.	Presents unusual ideas and approaches to problem solving	A	B	C	(D)
25.	Reasons out solutions to problems	A	B	C	(D)
26.	Aware of detail- keen observer	A	B	C	(D)
27.	Is a high achiever	A	B	C	(D)
28.	Is very creative	A	(B)	C	D

Adapted from Mezer, Irene R., A Reasonably Satisfactory Way of Identifying Intellectually Gifted Students, Educational Resources Information Center, Ed 206 143, Tacoma Public Schools-Office of Research and Evaluation, Tacoma, WA, May, 1981, Appendix A.

Appendix C

Rating Scale/Nomination Form Based on Preschool Teacher's Observation of Characteristics of Intellectual Giftedness

Student: J. **age:** 5 years 10 months
Teacher:
Relationship of person filling out this form: *preschool teacher*

Directions: Please circle the letter which you believe best describes the amount of each characteristic the student displays.

		Low			High
1.	Reads widely and a great deal	A	B	C	(D)
2.	Outstanding in mathematics	A	B	(C)	D
3.	Wide range of interests	A	B	C	(D)
4.	Likes to work alone	A	B	(C)	D
5.	Likes to solve problems	A	B	(C)	D
6.	Large vocabulary for age	A	B	C	(D)
7.	Above average language development	A	B	C	(D)
8.	Sticks to an interesting activity	A	B	C	(D)
9.	Knows great deal about many subjects	A	B	C	(D)
10.	Desires to excel	A	B	C	(D)
11.	Learns quickly if motivated	A	B	C	(D)
12.	Enjoys complexity	A	B	C	(D)
13.	Keen sense of humor	A	B	(C)	D
14.	Anticipates outcomes (of experiments for example)	A	B	(C)	D
15.	Excellent memory	A	B	C	(D)
16.	Long attention span	A	B	C	(D)
17.	Prefers to choose own activities	A	B	C	(D)
18.	Sets own goals	A	B	C	(D)
19.	Examines others' opinions before acceptance	A	B	C	(D)
20.	Forms own opinions and judgments	A	B	C	(D)
21.	Interested in "adult" subjects such as politics, current events, religion, world problems	A	B	(C)	D
22.	Finishes projects once started	A	B	C	(D)
23.	Prefers company of older children and/or adults	A	B	(C)	D
24.	Presents unusual ideas and approaches to problem solving	A	B	(C)	D
25.	Reasons out solutions to problems	A	B	C	(D)
26.	Aware of detail- keen observer	A	B	C	(D)
27.	Is a high achiever	A	B	C	(D)
28.	Is very creative	A	B	(C)	D

Adapted from Mazer, Irene R., A Reasonably Satisfactory Way of Identifying Intellectually Gifted Students, Educational Resources Information Center, Ed 206 143, Tacoma Public Schools-Office of Research and Evaluation, Tacoma, WA, May, 1981, Appendix A.

Appendix D

Perceptual-Motor Progress Report

Kindergarten 1983-1984 Third Nine-Week Period

Key: 1= Consistently: The child regularly produces the desired skill at a level appropriate for development.
2= Making progress: The child has made a reasonable beginning at learning this skill.
3= Needs improvement: The child is not performing this task adequately.

SIMPLE STUNTS

The child

(1) performs a standing long jump correctly, without losing balance.

(2) performs a running long jump correctly, without losing balance.

(1) performs (5) toe-touches with stiff knees.

balances on each foot to count of 10 seconds.
(2) right foot
(1) left foot

(1) jumps backward the length of the mat, two times.

(2) performs the cradle by sitting, grasping knees, rocking on back and coming to a standing position.

(1) performs the bicycle by lying on back and making CIRCLES in the air with feet as if pedaling a bike.

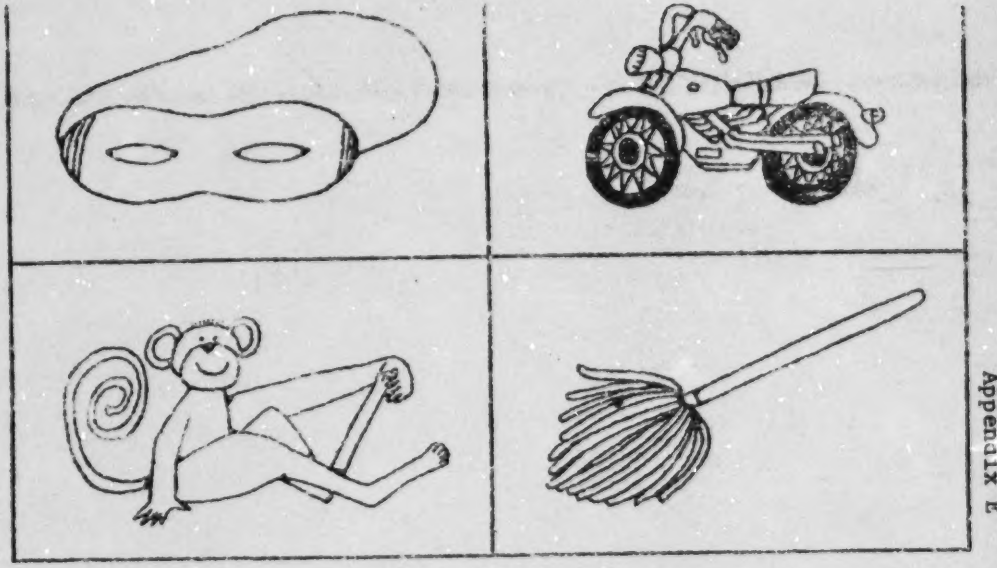
(2) performs a human rocker by lying on stomach, raising head, arms holding legs and rocking.

(2) performs a log roll the complete length of the mat by keeping body straight with arms overhead.

(1) performs the egg sit by sitting, grasping knees, lifting feet slightly and holding that position.

(1) performs one correct forward roll in tuck position.

(1) performs the overhead toe-touch while lying on back.



m m m m m m m m m m m m m m m

m m m m m m m m m m m m m m m

Skill
Lower-case *m*

Directions: Use pictures to associate the letter *m* with the sound /m/.
Trace and write the letter *m* on the writing lines.

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Appendix E
Dimensions Handwriting. © Scott, Foresman and Company.

Appendix F

Parent Inventory of Personality Traits and Adjustment

Student's name: J. Date: March 1984

Directions: Answer each question to the best of your knowledge. There are no right or wrong answers. If none of the categories seems appropriate, please feel free not to comment. Check the following items as best describe your child as you see him or her.

	Seldom or Never	Occasionally	Considerably	Almost Always
1. Is alert beyond his/her years			✓	
2. Has unusually advanced vocabulary for age			✓	
3. Likes school				✓
4. Wants to know how and why; reasons things out for himself/herself			✓	
5. Sticks to a project once it is begun				✓
6. Is easily bored with routine tasks		✓		
7. Is observant				✓
8. Has lots of ideas to share				✓
9. Has many different ways of solving problems			✓	
10. Is aware of problems others often do not see			✓	
11. Strives toward perfection; is self critical; becomes frustrated				✓
12. Often is self-assertive, stubborn in his/her beliefs			✓	

Appendix F- continued

	Seldom or Never	Occasionally	Considerably	Almost Always
13. Likes to pretend, fantasizes, imagines			✓	
14. Often finds and corrects own mistakes			✓	
15. Others seem to enjoy his/her company			✓	
16. Is self-confident with children own age & adults			✓	
17. Adapts readily to new situations				✓
18. Sets high standards for self				✓
19. Gets other children to do what he/she wants		✓		
20. Is able to laugh at himself/ herself			✓	
21. Tends to dominate others when they are around				✓
22. Likes to do many things and participates whole-heartedly				✓

Adapted from Task Force for the Gifted and Talented, A Resource Manual for Programs for the Gifted and Talented : Lutheran Schools of Michigan, Michigan District-The Lutheran Church Missouri Synod, Ann Arbor, MI (?), n.d., pp. 26-27.

Appendix G

Teacher Rating on Behavior and Personality Characteristics

Student: J. Age: 5 years 10 months
Teacher: Date: March 1984

Directions: Circle the rating which you think most clearly fits a given characteristic of the student.

Characteristic	Ratings			
Academic Ability	Performs as well as ability allows	Does well but below capacity	Performance well below capacity	In trouble academically
Contribution to Class	Makes contribution on practically all subjects	Frequently makes contribution	Sometimes makes contribution	Practically never makes contribution
Creativity	Spontaneously develops new ideas, new applications	Creative on occasion or in certain areas	Creativitiy not a strong point	Regarded as an unoriginal person
Leadership	Generally accepted as leader of group activity	Can be leader Does NOT seek to lead group	Seldom reveals ability to direct others	Rarely attempts role of leader
Persistence	Works at task until finished no matter the difficulty	Usually persistent Sometimes needs encouragement	Often becomes discouraged and disinterested	Noted for not finishing work
Enjoyment	Has great enthusiasm for school	Generally enjoys school	Shows little enthusiasm	Apathetic to school
Social Ability	Is social center of group	Well accepted by group, not most popular	Responds socially on occasion	Not a social person

Appendix B- continued

Characteristics	Ratings			
Behavior Disorders	Rarely requires reprimand	Sometimes acts up; not a problem	Often disturbs class with antics	Constant discipline problem
Fears	Rarely shows fearful attitude	Some fears Emotionally stable	Often timid or fearful	Withdrawn, fearful child

from

Gallagher, James J. and Crowder, Thora, "The Adjustment of Gifted Children in the Regular Classroom," Journal of Exceptional Children, April 1957, 23: 311.

Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Robert K. Hartman

Name J. Date March 1984

School _____ Grade K Age 5 years 10 months

Teacher or person completing this form Teacher

How long have you know this child? 7 months.

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and circle the appropriate number according to the following scale of values:

3. If you have seldom or never observed this characteristic .

5. If you have observed this characteristic occasionally.

7. If you have observed this characteristic to a considerable degree.

9. If you have observed this characteristic almost all of the time.

PART I: LEARNING CHARACTERISTICS

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. 3 5 (7) 9

2. Possesses a large storehouse of information about a variety of topics (beyond the usual interest of youngsters his age). 3 5 (7) 9

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Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (continued)

3.	Has quick mastery and recall of factual information.	3 5 7 (9)
4.	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick."	3 5 7 (9)
5.	Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	3 5 (7) 9
6.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	3 5 (7) 9
7.	Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material, may show a preference for biography, autobiography, encyclopedias, and atlases. *Is read to – She is a non-reader.*	3 (5) 7 9
8.	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	3 (5) 7 9
	Column Total	0 10 28 18
	TOTAL	56

PART II: MOTIVATIONAL CHARACTERISTICS

1.	Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)	3 5 (7) 9
2.	Is easily bored with routine tasks.	3 (5) 7 9
3.	Needs little external motivation to follow through in work that initially excites him.	3 5 7 (9)
4.	Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products.	3 5 7 (9)
5.	Prefers to work independently; requires little direction from teachers.	3 5 7 (9)

Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (Continued)

6. Is interested in many "adult" problems such as religion, politics, sex, race -- more than usual for age level.	3 (5) 7 9	
7. Often is self-assertive (sometimes even aggressive); stubborn in his beliefs.	3 5 (7) 9	
8. Likes to organize and bring structure to things, people, and situations.	3 (5) 7 9	
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	3 5 7 (9)	
Column total	0 15 14 36	
TOTAL		65

PART III: CREATIVITY CHARACTERISTICS

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	3 5 (7) 9
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.	3 (5) 7 9
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	3 5 7 (9)
4. Is a high risk taker; is adventurous and speculative.	3 5 7 (9)
5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if...").	3 5 (7) 9
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	3 5 (7) 9
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interests for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	3 (5) 7 9
8. Is sensitive to beauty; attends to aesthetic characteristics of things.	3 (5) 7 9
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	3 5 (7) 9

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Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (continued)

10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	3 (5) 7 9	
Column Total		0 20 28 18
TOTAL		66

PART IV: LEADERSHIP CHARACTERISTICS

1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.	3 5 (7) 9	
2. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	3 5 7 (9)	
3. Seems to be well liked by his classmates.	3 5 7 (9)	
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	3 5 (7) 9	
5. Can express himself well; has good verbal facility and is usually well understood.	3 5 7 (9)	
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	3 5 7 (9)	
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	3 5 (7) 9	
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.	3 5 (7) 9	
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.	3 5 (7) 9	
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	3 (5) 7 9	
Column Total		0 5 28 36
TOTAL		69

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Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (Continued)

SCORING -- Separate scores for each of the four dimensions may be obtained as follows:

* Add the numbers circled in each column to obtain the "Column Total."
* Sum the Column Totals across to obtain the "Score" for each dimension of the scale.
* Enter the Scores below.

Learning Characteristics	56
Motivational Characteristics	65
Creativity Characteristics	66
Leadership Characteristics *	69

from

Task Force for the Gifted and Talented, A Resource Manual for Programs for the Gifted and Talented: Lutheran Schools of Michigan, Michigan District-The Lutheran Church Missouri Synod, Ann Arbor, MI (?), n.d., pp.13-17.

also

Renzulli, Joseph S., Hartman, Robert K., and Callahan, Carolyn M., "Scale for Rating the Behavioral Characteristics of Superior Students," in Psychology and Education of the Gifted, pp. 264-273, edited by Walter B. Barbe and Joseph S. Renzulli, Irvington Publishers, Inc., New York, 1975.

A. Physically Fit
B. Popular
C. Reliable
D. Gets Involved
E. Positive Self Concept
F. A People Person
G. Takes Charge
H. Articulate
I. Collaborator
J. Flexible

Student: J. date: March 1984

SCALE ITEMS	SPECIFIC EXAMPLES OF OBSERVED BEHAVIOR
C 1. Carries responsibility well; can be counted on to do what he has promised and usually does it well. (Baldwin, 1932; Bellingrath, 1930; Burks, 1938) Another Key Concept _____	Notes if she is responsible for a classroom job; reminds other helper children of their responsibilities for a particular day
E 2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class. (Drake, 1944; Cowley, 1931; Bellingrath, 1930) Another Key Concept _____	During Sharing Time has shown projects and original booklets. Is confident, speaks clearly and verbally defines subject well.
B 3. Seems to be well liked by his classmates. (Bellingrath, 1930; Garrison, 1935; Zeleny, 1939) Another Key Concept _____	She is a valued consultant in her math group. She patiently helps those who have trouble with their work.
I 4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with. (Dunkerty, 1940; Newcomb, 1943; Fauquier & Gilchrist, 1942) Another Key Concept _____	Has a high sense of "right and wrong," cooperates from Christian perspective, reminding others of Biblical truths and consequences of actions
H 5. Can express himself well; has good verbal facility and is usually well understood. (Simpson, 1938; Terman, 1904; Burks, 1938) Another Key Concept _____	Very evangelistic in expressing religious beliefs, much more mature for her age
J 6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed. (Eichler, 1934; Flemming, 1935; Caldwell, 1926) Another Key Concept _____	If reason behind change is explained, looks to a new situation as opportunity to learn e.g. field trip, breakfast at school
F 7. Seems to enjoy being around other people; is sociable and prefers not to be alone. (Drake, 1944; Goodenough, 1930; Bonney, 1943) Another Key Concept _____	Usually first to arrive at school and converses at length with teacher; greets other students and organizes play group
G 8. Tends to dominate others when they are around; generally directs the activity in which he is involved. (Richardson & Hanawalt, 1943; Hunter & Jordan, 1939; Bowden, 1926) Another Key Concept _____	Organizes rather than dominates; is competent on the computer and tends to establish "rules" when she shares computer time with another student.
D 9. Participates in most social activities connected with the school; can be counted on to be there if anyone is. (Zeleny, 1939; Link, 1944; Courtenay, 1938) Another Key Concept _____	
A 10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games. (Flemming, 1935; Partridge, 1934; Spaulding, 1934) Another Key Concept _____	She does not excel but does persist to master new skills. She desires to be competent (not best) at a physical activity.

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Appendix I
Creativity Characteristics

A. Critical Questioning B. Curiosity C. Non Conformity D. Divergent Thinking E. Aesthetic Sensitivity F. Courage of Opinions G. Not Afraid to Try H. Laughs "Insightfully" I. Mentally Mischievous J. Resistance to Role Stereotyp

Student: J. date: March 1984

	SCALE ITEMS	SPECIFIC EXAMPLES OF OBSERVED BEHAVIOR
B 1.	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything. (National Education Association, 1960; Goodhart & Schmidt, 1940; Torrance, 1962) Another Key Concept _____	"Why" questions? Why does it snow? Why isn't there life on other planets? Why don't all people believe in Jesus?
D 2.	Generates a large number of ideas or solutions to problems and questions; often offers unusual "way out", unique, clever responses. (Carroll, 1940; Hollingworth, 1942; National Education Association, 1960) Another Key Concept _____	
F 3.	Is uninhibited in expressions of opinion, is sometimes radical and spirited in disagreement; is tenacious. (Torrance, 1965; Gowan & Demos, 1964; Getzels & Jackson, 1962) Another Key Concept _____	
G 4.	Is a high risk taker; is adventurous and speculative. (Getzels & Jackson, 1962; Villars, 1957; Torrance, 1965) Another Key Concept. _____	Will answer higher level analytical, evaluation questions.
I 5.	Displays a good deal of intellectual playfulness; fantasizes; imagines "I wonder what would happen if..."; manipulates ideas (i.e., changes, elaborates upon them); is often concerned with adapting, improving, and modifying institutions, objects, and systems. (Rogers, 1959; Gowan & Demos, 1964; Getzels & Jackson, 1962) Another Key Concept _____	
H 6.	Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others. (Torrance, 1962; Gowan & Demos, 1964; Getzels & Jackson, 1962) Another Key Concept _____	Appreciates humorous poems, jokes, riddles; understands puns of teacher; laughs easily; counters with jokes of her own.
J 7.	Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interest for boys, greater than usual amount of independence for girls); shows emotional sensitivity. (Torrance, 1962; Rothney & Coopman, 1958; Gowan & Demos, 1964) Another Key Concept _____	
E 8.	Is sensitive to beauty; attends to aesthetic characteristics of things. (Wilson, 1965; Witty, 1958; Villars, 1957) Another Key Concept _____	
C 9.	Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different. (Carroll, 1940; Buhler & Gurl, 1963, Getzels & Jackson, 1962) Another Key Concept _____	Her desk area remains quite cluttered; she works around it but cleans up at day's end.
A 10.	Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination. (Ward, 1962; Martinson, 1963; Torrance, 1962) Another Key Concept _____	

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G/C/T Sept/Oct, 1983

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A. Self Direction
B. Values Orientation
C. Task Commitment
D. Opinionated
E. Self Motivated
F. Maturity of Interests
G. Methodical
H. Perfectionist
I. Avoids Mundane Tasks

Student: J.

date: March 1984

SCALE ITEMS	SPECIFIC EXAMPLES OF OBSERVED BEHAVIOR
C 1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.) (Freehill, 1961; Brandwein, 1955; Strang, 1958) Another Key Concept _____	Insists on doing all problems on a computation page rather than selected ones.
I 2. Is easily bored with routine tasks. (Ward, 1962; Terman & Oden, 1947; Ward, 1961) Another Key Concept _____	Does not usually like tasks involving coloring.
E 3. Needs little external motivation to follow through in work that initially excites him. (Carroll, 1940; Ward, 1961; Villars, 1957) Another Key Concept _____	Did not know how to jump rope and persisted in learning the basics so that she could jump at least two times before period ended.
H 4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products. (Strang, 1958; Freehill, 1961; Carroll, 1940) Another Key Concept _____	Tends to be perfectionistic; circles many handwriting specimens as unsuitable; highly self-critical
A 5. Prefers to work independently; requires little direction from teachers. (Torrance, 1965; Gowan & Demos, 1964; Mokovic, 1953) Another Key Concept _____	Prefers to work alone and independently especially in math; will complete whole page of computation entirely on own asking few questions.
F 6. Is interested in many "adult" problems such as religion, politics, sex, race – more than usual for age level. (Witty, 1955; Ward, 1961; Chaffee, 1963) Another Key Concept _____	Questions in Bible class: "If the bad men hated Jesus, why couldn't He change their minds to love Him?" Curious about heaven, Trinity, and "sin"
D 7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs. (Buhler & Guiri, 1963; Gowan & Demos, 1964; Ward, 1961) Another Key Concept _____	Very tenacious about religious beliefs; is a strong witness about her faith.
G 8. Likes to organize and bring structure to things, people, and situations. (Ward, 1961; Gowan & Demos, 1964; Buhler & Guirl, 1963) Another Key Concept _____	Organizes group in morning for play.
B 9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things. (Getzels & Jackson, 1962; Buhler & Guirl, 1963; Carroll, 1940) Another Key Concept _____	Will notice misbehavior in others. "I don't think___ should be doing that." Notices "good and bad" in situations e.g. snowstorms, accidents; sees consequences of actions

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A Inquisitive
B Analytical Reasoning
C Articulate
D Conceptual Understanding
E Reading Maturity
F Perceptiveness
G Memory
H Knowledgeable

Student: J.

date: March 1984

	SCALE ITEMS	SPECIFIC EXAMPLES OF OBSERVED BEHAVIORS
C 1.	Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. (National Education Association, 1960; Terman & Oden, 1947; Witty, 1955) Another Key Concept _____	Uses very descriptive language when presenting oral activities in class; language contains many adverbs, adjectives and prepositions; is precise
H 2.	Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age). (Ward, 1961; Terman, 1925; Witty, 1958) Another Key Concept _____	
G 3.	Has quick mastery and recall of factual information. (Goodhart & Schmidt, 1940; Terman & Oden, 1947; National Education Association, 1960) Another Key Concept _____	Learns computation facts quickly and commits to memory; remembers facts learned at the beginning of school year
A 4.	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick." (Carroll, 1940; Witty, 1958; Goodhart & Schmidt, 1940) Another Key Concept _____	Highly interested in scientific happenings e.g. decalcification of an eggshell, condensation of water. Asks many "why" questions.
E 5.	Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things. (Bristow, 1951; Carroll, 1940; Ward, 1961) Another Key Concept _____	
D 6.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others (Witty, 1958; Carroll, 1940; National Education Association, 1960) Another Key Concept _____	Learned 4 basic constellation forms quickly. Could identify them by formation. Keenly interested in details of solar system.
E 7.	Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases. (Hollingworth, 1942; Witty, 1958; Terman & Oden, 1947) Another Key Concept _____	Cannot read yet- favorite book is a poetry book by Shel Silverstein which possesses more mature humor.
B 8.	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers. (Freehill, 1961; Ward, 1962; Strang, 1958) Another Key Concept _____	When studying about the desert, tried to reason how there could be so much life; came up with ideas on adaptation.

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32--Sept/Oct, 1983--G/C/T

Appendix J

I. Language Development and Thought

A. Ability to Take Risks

Why do bees like flowers? "Because they want to collect honey."

Why do birds fly south? "Because. . . let me think. . . they need warm air."

Why is the grass green? "Because God makes it green."

Why do trees lose leaves? "Because it gets cold and they fall off."

Why does water freeze? "Because it gets cold out and then freezes."

Why does ice melt? "Because it gets hot and. . . ua. . .the ice gets unfrozen."

Would you rather be a child or an adult right now? Why? "I'd rather be grown up. No. Because then you'd have to work. I think it would be fun to work."

B. Responding to Realistic Situations

What would you do if you saw your neighbor's house was on fire? "If my mom or dad weren't home and I didn't know the fire department number, I would call the operator."

How do you think you and your friends could help each other in school to take turns answering questions so that everyone has a chance? "Don't raise your hand when others are talking. When they're done everyone else can raise their hand again."

What would you do if your friend told a story that you knew wasn't true? "Depends if it's a play. I would say, 'Don't tell a lie.'"

Adapted from Karnes, Merle B., And Others, Nurturing Intellectual Talent in Early Childhood, Educational Resources Information Center, Ed 161 527, Institute for Child Behavior, Illinois University, September 1978, pp.10-16.

Appendix K-continued

II. Level of Security

Q: Do you feel good about the kind of person you are? Do you like yourself?
J.: Yes, I do.

Q: Can you laugh at yourself when you make a mistake?
J.: Sometimes. I don't like to make a mistake with my drawings. That is not funny. But in math when I make a mistake I can erase it, and then I don't feel bad.

Q: Do you want your friends to be just your friends?
J.: No, I think they should also like others.

Q: Do you like to share your ideas and thoughts with other people?
J.: Yes, I like sharing a lot, like in sharing time in school. I can tell others about things that are important and I can show them things that I have made.

Q: Do you always like to be the leader?
J.: No, being the leader all the time would be boring.

Q: Are you happy most of the time?
J.: Yes, because there's a lot of things to make me happy.

Q: Do you like to talk to your teacher?
J.: Yes, very much.

Q: Do you like talking to your parents?
J.: Yes, I do.

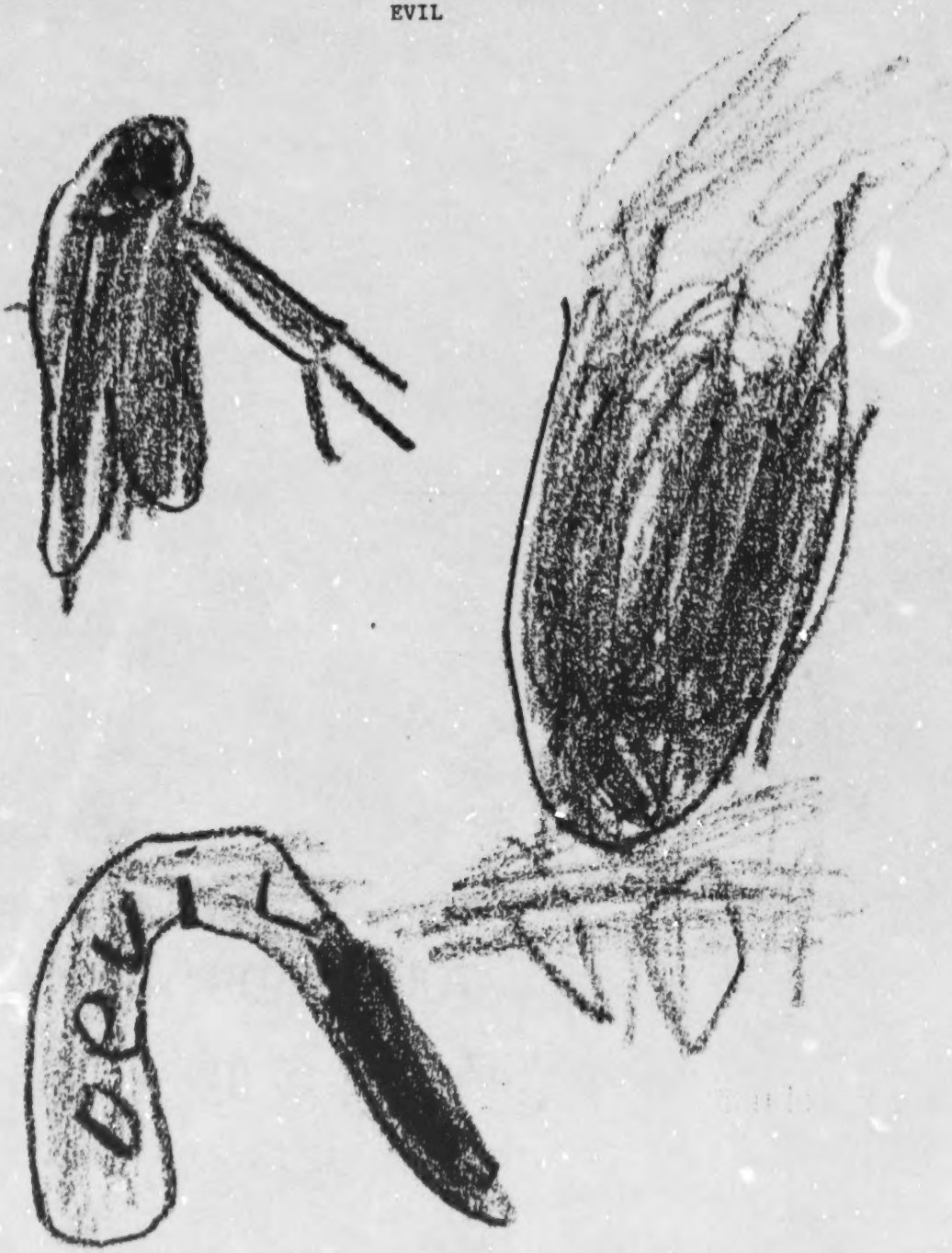
Q: Are you afraid to make a mistake?
J.: No, because if I make a mistake I can learn. Also, if I make a mistake in math, I can erase it, and write the right answer.

Q: Do you think other people like to be with you?
J.: Yes, because it seems I always have other people around me.

Adapted from Karnes, Merle B., And Others, Nurturing Intellectual Talent in Early Childhood, Educational Resources Information Center, Ed 161 327, Institute for Child Behavior, Illinois University, September 1978, pp. 5, 7.

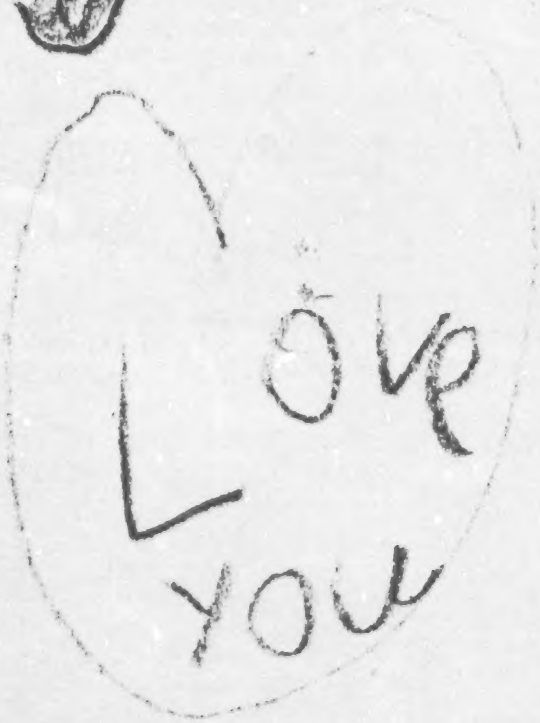
Appendix K

EVIL



Appendix K

LOVE



Appendix L

Classroom Academic Record

Kindergarten 1983-1984 Third Nine-Week Period

Key: 1= CONSISTENTLY: The child regularly produces the desired skill at a level appropriate for development.
2= MAKING PROGRESS: The child has made a reasonable beginning at learning this skill.
3= NEEDS IMPROVEMENT: The child is not performing this task adequately.

FINE EYE-HAND MOTOR SKILLS - The child
(1) uses left-right, top-bottom progression in printing.
(1) uses scissors properly.
(2) prints legibly.
(1) prints first name using a capital letter for the initial letter.
(2) attempts to print last name.
(1) copies from a printed sample correctly, without use of guide lines.
(3) prints letter spatially and proportionately correct.

VISUAL RECEPTIVE AND COMPREHENSION SKILLS - The child
(1) matches beginning sounds with appropriate pictures.
(1) follows the left-right pattern when reading.
(1) reads a rebus sentence and/or story unassisted.
(1) reads a simple sentence using high frequency sight words.
(1) identifies the high frequency word by sight, out of context.
(1) uses contextual clues to decode an unknown word.

AUDITORY RECEPTIVE AND COMPREHENSION SKILLS - The child
(1) answers questions with accuracy.
(1) discriminates sound similarities and differences.
(1) discriminates beginning word sounds.
(1) discriminates ending word sounds.
(1) uses a functional vocabulary and speaks in complete sentences.
(1) contributes to classroom stories and oral language activities.
(1) makes letter-sound associations.
(1) associates spoken context with beginning consonant sounds.

MATHEMATICS - The child
(2) prints the numbers from 0-10 legibly.
(1) accurately computes addition problems with facts up to and including 6, using horizontal and/or vertical computation.
(1) accurately computes addition problems using zero.
(1) accurately chooses an addition and/or subtraction sentence to go with a picture.
(1) accurately computes subtraction facts up to and including 5 using horizontal and/or vertical computation.
(1) accurately computes addition/subtraction problems by memory.
(1) identifies ordinal position of an object (first through fifth).

Appendix M

Work Attitudes and Study Habits

Kindergarten 1983-1984 Third Nine-Week Period

Key: + = Acceptable/appropriate behavior
N = Needs some improvement

SOCIAL AND EMOTIONAL DEVELOPMENT - The child

(N/+) plays well with others and is a good sport.
(+) takes responsibility for personal routine.
(+) respects the rights and property of others.
(N/+) demonstrates self-control.
(+) responds to signals and directions.
(+) is generally cooperative.
(N/+) is not easily discouraged.
(+) is willing to try new activities.
(+) listens attentively to the teacher.
(N/+) listens attentively to others.
(+) shows an appropriate degree of self-confidence.
(+) realizes the need for taking turns in a group.
(+) accepts help and suggestions.
(+) is clean and decent in word and deed.
(+) observes rules and regulations of the classroom and school.
(+) respects authority established by God (e.g., teacher).
(+) respects the rights of peers in the classroom and at play.

SKILLS AND WORK HABITS - The child

(N) takes care of own supplies--crayons/scissors/pencils.
(N) cleans up the room voluntarily.
(+) shows creativeness.
(+) responds to rhythmic activities.
(+) sings for enjoyment.
(+) moves around the room with average ease.
(+) begins and completes assigned work promptly.
(+) works in a neat and orderly manner and tries his/her best.
(+) shows interest and enthusiasm for most activities; gives regular effort.
(+) initiates own activities.
(+) shows an interest in a wide variety of activities/subjects.
(+) works without disturbing others.
(+) follows directions.
(+) has an appropriate attention span for the required task.
(+) can work independently.

THE CASE HISTORY AND OBSERVATION OF AN INTELLECTUALLY GIFTED SECOND GRADE STUDENT WITH RECOMMENDATIONS FOR NURTURANCE AT SCHOOL AND HOME

BY

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Study Directed

by

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Submitted in partial fulfillment of the requirements
for the course E591--Exit Project
Indiana University at South Bend
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I. Case History Record for Analysis of Academic Giftedness

A. Family History

1. Name of child observed: S.
   a. Birthdate: 20 October 1975 CA: 8-5
   b. Sex: female
   c. Number of children in family: 3 females
   d. Birth order of child: first
   e. Adopted: no

2. Family Status

   a. Both parents are living.
   b. Both parents are at home.
   c. Child resides with father and step-mother but visits natural mother approximately once per month.

3. Father
   a. Age: 31
   b. Occupation: station attendant
   c. Education: two years college; Associate Degree
   d. Nationality/descent: U.S. citizen; German descent

4. Mother (step-mother)
   a. Age: 27
   b. Occupation: factory group leader
   c. Education: high school graduate
   d. Nationality/descent: U.S. citizen; descent unknown

5. Other children in the family
   a. Sister age: 5 birthdate: 3-5-79
   b. Sister age: 3 birthdate: 6-25-80

6. Residence
   a. Rural community in northern Indiana
   b. At this residence: seven years

B. School History

1. Name of school: private school in northern Indiana
2. Enrolled: August 1981 in kindergarten
3. Present grade: second

C. Rating Scale/Nomination Form Based on Parental Observation of of Characteristics of Intellectual Giftedness (Appendix A)

D. Rating Scale/Nomination Form Based on Teacher's Observation of Characteristics of Intellectual Giftedness (Appendix B)

II. Physical and Developmental Data

A. Developmental History

1. Born at full term: yes
2. Weight at birth: 7 pounds 6 ounces
3. Walked: 13 months
4. First words: 6 months
5. Talked in sentences: 14 months
6. Toilet trained: 21 months; no problems
7. Nursery or preschool experience: 2 years at church related preschool from 1979-1981

a. Summary of parent's observations of child's preschool experience

S. seemed to be exceptionally quick at learning things.

b. Rating Scale/Nomination Form Based on Preschool Teacher's Observation of Characteristics of Intellectual Giftedness (Appendix C)

c. Summary of preschool teacher's observations of child's preschool experience

S. was a high-achiever with a large vocabulary. She was easily distracted and sometimes flighty. She had difficulty being tolerant of slower learning children. It was very difficult for her to remain silent long enough for another child to answer a question. Her impatience and short attention span may have made preschool a "mixed-bag" for her. She could target on a subject and concentrate at times, and yet, at other times, she would move from one activity to another without accomplishing much.

8. Parental observations of developmental milestones that provided evidence child might be academically gifted

a. Quick to learn: At age 3 S. recognized the alphabet.
b. Early reader: At age 4 started reading, and increased considerably in skill by age 5.
c. Eagerness to learn: S. always appeared eager to help others learn.

B. Health History

1. Childhood diseases: none to date
2. Allergies: none
3. Convulsions: none
4. Surgery: none
5. Hospitalization: none
6. Scarlet fever: no
7. Bronchitis: yes
8. Immunization status
   a. DPT or DT: current through May 1981
   b. Oral polio: current through May 1977
   c. MMR: December 1976
9. Health test for school entrance
   a. TB: May 1981/negative
   b. Sickle cell: not required/child is female caucasian
10. Dental health
    a. Regular dental visits
    b. Wears a fare bow at night; will eventually have braces

C. Present Health and Habits

1. School attendance record:
   1981-1982: absent (1) day
   1982-1983: absent (7) days
   1983-1984: absent (7) days
   Absenteeism due primarily to colds and flu.

2. Present weight and height: 51 pounds
   4 feet 2 inches

3. Sleep habits
   a. Sleep required per night: 8 hours
   b. Medium to heavy sleeper
   c. No particular habits such as sleep talking or night-mares

4. Eating habits
   a. Foods she does not like: asparagus; spinach
   b. Foods she prefers: noodles; pasta; baked beans; meat; chocolate

5. Medication- presently takes no medication

6. Participation in normal activities in school
   a. Normal participation allowed in physical education class which consists of perceptual-motor activities and skills development

7. Hearing
   a. No hearing test needed other than routine screening process by audiometrist at school
   b. Experiences no difficulty in hearing normal speech

8. Vision
   a. No vision screening by optometrist or other vision specialist
   b. Experiences no difficulty in seeing print or objects in distance
   c. Requires no special vision training

D. Dominance

1. prints: right hand
2. eats: right hand
3. catches: right hand
4. throws: right hand
5. kicks: right foot

Summary: The child experiences dominance of the right hand and right foot. She has developed excellent control of fine-motor muscles. See handwriting sample (Appendix D).

III. Environmental Data

A. Social Development

1. Companions

   a. Frequency of play with others: daily at school; daily at home when weather is suitable

   b. Characteristics child normally seeks in a friend as observed by parents: someone who will let S. lead; friendly

   c. Child's closest neighborhood companions:
      L. - age 7 -female
      K. - age 11 -female

   d. Activities child engages in with closest companions
      Outdoor: bike riding and ball playing

      Indoor: board games and playing "house"

2. Interaction with adults; ease with which child makes friends with an adult as observed by parents

Summary: S. seems to have no difficulty in making

friends with adults. She is not shy or cautious in this situation.

3. Interaction with a peer group through clubs or group memberships: Laudate Choir at school

4. Peer group relationships within the school environment and among classroom peers (Appendix E - Sociometric Scale)

5. Home expectations and responsibilities

   a. Allowance: receives weekly allowance; saves most of it

   b. Parental expectations in helping with household tasks

	Never	Occasionally	Regularly
Sets table		x	
Washes dishes/wipes			x
Makes bed			x
Cleans house		x	
Empty trash			x
Clean own room up		x	
Picks up toys		x	
Carries out trash bags			x
Puts clothes in hamper		x	

6. Freedom and privileges child is granted

   a. Telephone use: allowed to use telephone when supervised or in an emergency

   b. Freedom of movement according to parents

   /yes/ must play in own yard or in sight of home
   /yes/ limited to own block
   /yes/ must ask to cross street
   /yes/ must stay in neighborhood
   /no/ has wide range of movement but must report where she is going
   /no/ goes pretty much where and when she pleases

   c. Entertaining friends

   /yes/ allowed to have friends visit in the home
   /yes/ allowed to have friends play inside the home
   /yes/ allowed to stay overnight with a friend or relative

d. Selection and purchase of clothing

/yes/ may advise about preference on a limited basis; purchase selection remains parents'
/yes/ decides what to wear for a particular occasion

e. Visits away from home

With parents : couple of state parks

Without parents: North Carolina (with grandparents)
Michigan (with aunts)

7. Cultural atmosphere of home

a. Magazines received through subscription: none

b. Other resources available to the child
Bible story book
Uses grandmother's encyclopedias
Dictionary

c. Equipment in the home

/yes/	TV	/yes/	automobile	/no/	computer
/yes/	boat	/yes/	radio	/no/	piano
/yes/	tape recorder	/yes/	record player	/yes/	books

8. Interests

a. Most used playthings and equipment

outdoor:	indoor:
bicycle	stuffed dog
ball	typewriter
wagon	books

b. Favorite games and/or play activities:
riding bicycle
challenging board games

c. Favorite books or stories
Wizard of Oz
Fraggle Rock

d. Favorite TV programs
With family:
Jim Baker "P.T.L."

For personal viewing:
cartoons

TV watching per day: 3 hours

Limitations/restrictions:
not allowed to watch M/TV
some other programs restricted

e. Radio listening: mostly popular music

f. Special interests

Drawing or painting? yes
Working with tools? yes
Scientific experiments? some of the time
Making up stories or plays? yes
Dancing? sometimes
Making collections? yes

B. Emotional and Personality Adjustment Data

1. Descriptors of behavioral traits according to parents
   a. Parent Inventory (Appendix F)
   b. Rating Scale of specific observable traits

Key: 0= trait does not normally occur
1= low incidence of that trait
5= high incidence of that trait

(5)	aggressive	(5)	blames others
(3)	ambitious	(5)	cries easily
(2)	depressed	(0)	bed wetting
(3)	easily discouraged	(5)	disorganized
(0)	head banging	(0)	sleep walks
(5)	nervous mannerisms	(0)	timid, shy
(5)	excessively messy	(5)	friendly
(0)	speech difficulty	(4)	impulsive
(4)	temper outbursts	(1)	nightmares
(5)	daydreams- "thinking"	(4)	fearful
(4)	hyperactive	(5)	selfish
(5)	generally happy	(0)	steals
(0)	thumb sucking	(1)	destructive
(0)	nail biting	(3)	lies
(4)	worries/nervous	(0)	rocking
(1)	excessively neat	(0)	soiling

2. Descriptors of behavioral traits according to teacher
   a. Teacher rating of behavior and personality characteristics adapted from Gallagher/Crowder (Appendix G)

   b. Renzulli Scale for Rating Behavioral Characteristics of Superior Students (Appendix H)

c. Narrative of specific examples of observed behavior based on Renzulli Scale (Appendix I)

3. Sentence completion by student demonstrating language, thought, and adjustment (Appendix J)

IV. Educational Data

A. School Progress

1. Psychological tests given while attending present school: none recorded

2. Present second grade curriculum subjects: religion, memorization (Biblical passages and hymn verses), reading, English, written expression, spelling, handwriting, mathematics, social studies, science, art, music, physical education

3. Classroom academic record 1983-1984 school year Third Nine-Week report period:

Religion	A	Social Studies	A-
Memorization	A	Science	A
Reading	B+	Art	cr
English	A-	Handwriting	A-
Written English	A-	Mathematics	B+
Spelling	A	Music	cr
Physical Education	cr	cr= credit	

4. Attendance 1983-1984 school year to date: 7 absences; no tardies

B. Work Attitudes and Study Habits as Reported on Progress Report Third Nine-Week Period 1983-1984

Key: O= outstanding S= satisfactory N= needs improvement

S= Listens attentively
S= Follows directions
S= Works independently
N= Uses school time wisely
N= Refrains from disturbing others
S= Works well with others
O= Contributes to group discussions and activities
S= Is willing to attempt new activities
O= Shows interest and pride in work well done
S= Has necessary school supplies
N= Accomplishes according to ability

C. Speech Habits as Observed by Classroom Teacher

/no/ stuttering /no/ foreign accent /no/ lisping
/no/ hesitations /no/ repetitions /no/ reversals
/no/ omissions

D. Adjustment of School to Pupil's Needs

1. Kindergarten 1981-1982
   a. Retained with chronological age group for most subjects
   b. Attended reading class with chronologically older children
   c. Instructed in advanced math with several peers of chronological age
   d. Introduced to beginning research skills, reference materials, and initial use of calculator
   e. Attended Gifted Summer Program (Topical) in August 1982, at S.'s school

2. First Grade 1982-1983
   a. Retained with chronological age group for some subjects
   b. Attended reading class with chronologically older children
   c. Instructed on accelerated math program with several peers in first grade
   d. Encouraged to use references such as dictionaries and non-fiction books

3. Second Grade 1983-1984
   a. Remains on accelerated program in reading with older chronological age group
   b. Computer literacy introduced in September 1983; continues with programs involving problem-solving
   c. Instructed in math program with chronological age peers
   d. Is being counseled in developing a time management program
   e. Assigned some projects that develop independent research, use of outside resources, and creative writing techniques

E. Criteria Used at S.'s School for Identification of Academic Giftedness (See Achey-Cutts and Garvin, 1983, for more detailed identification procedures.)

1. Nomination- Initial input
   a. Teacher(s)
   b. Parent(s)
   c. Peers (occasionally)

d. Standardized Achievement Test 90%ile and above
e. Pupil product(s)
f. Pupil performance in class

2. Screening- Collection of specific data
   a. DeHaan checklist
   b. Teacher input
   c. Renzulli Scale (occasionally)
   d. Check lists

3. Selection- Decision making
   a. Based on compilation, examination and evaluation of data by teacher(s) and principal.
   b. Parental consent secured for inclusion in a gifted program other than within the regular classroom

V. Testing Data

A. Tests of Mental Ability: none administered to date

B. General Tests of Achievement (Appendix K)

1. Iowa Tests of Basic Skills
   a. Early Primary Battery Level 5 Form 7
   b. February 1982- Kindergarten

2. Iowa Tests of Basic Skills
   a. Early Primary Battery Level 6 Form 7
   b. February 1983- Grade 1

3. Iowa Tests of Basic Skills
   a. Complete Primary Battery Level 7 Form 7
   b. February 1984- Grade 2

C. Diagnostic Tests: no standardized tests administered; occasional criterion-referenced tests in math and reading

VI. Description of Pupil's Performance in Basic Skill Areas as Reported on Progress Report 1983-1984 Third Nine-Week Period

Key: O=outstanding S= satisfactory N=needs improvement

A. Reading
   1. O= Develops word attack skills
   2. O= Understands what she reads
   3. O= Masters vocabulary

B. English
   1. S= Listens attentively
   2. S= Speaks clearly
   3. S= Uses correct grammar

4. O= Communicates ideas orally
5. O= Expresses ideas well in writing
6. S= Uses correct punctuation/capitalization

C. Spelling
1. S= Learns assigned spelling words
2. S= Spells correctly in written work

D. Handwriting
1. S= Forms letters and numerals correctly
2. S= Writes neatly and legibly

E. Mathematics
1. N= Masters basic facts
2. S= Solves story problems for grade level
3. S= Works accurately
4. S= Understands basic operations

F. Science
1. S= Makes scientific observations
2. S= Uses scientific methods

VII. Summary and Evaluation of Delivery Services

A. Options Available at S.'s School as a Delivery Service for the Intellectually Gifted Child in Second Grade

1. "Keeping the child with his (her) chronological age group and 'enriching the curriculum.'"
2. "Locating the individual close to his (her) mental-age level in school class with chronologically older children."
3. "Retaining the child in his (her) chronological age group for some subjects and advancing in others." (O'Shea, 1959, 523)
4. Providing a pull-out program several times per week for study of a selected topic or instruction in specific skills, e.g., problem-solving, creative/productive thinking
5. Providing a summer program based on a topical approach

B. Options Currently Used at S.'s School to Deliver Services to the Intellectually Gifted Child in Second Grade

1. Instruction with chronological age group for some subjects and advancement (out of level) in others; inclusion of activities that demand higher level thought processes, complex thinking, creative/productive thinking
2. Enrichment of the curriculum in selected areas while remaining with chronological age group
3. Inclusion in a 1984 Gifted Summer Program (Topical) if

one is available

C. Evaluation of Delivery Services Currently in Use at the Second Grade Level

Summary: The philosophy of S.'s school regarding the education of the intellectually gifted second grade student appears to be that of moderate emphasis on ability grouping or out of level instruction especially in reading. Lack of trained personnel prohibits a pull-out program for the current school year; the public school system does not offer a gifted program in which S. could participate. Availability of qualified personnel during the summer of 1984 makes a Summer Gifted Program more feasible. The multi-grade structure of S.'s school allows for relative ease of instruction out of level. At present, S. works with a third grader in reading, and does independent reading and writing on her own. S. remains with her second grade group for mathematics because most of this group of seven students (and one first grader) are working in a third grade text. At present, S. is not the most mathematically advanced student in her section. Other methods of encouraging independent study may be tried with S. such as the contract system since S. does have much difficulty completing assignments. At present, S. does not receive daily stimulation from interacting with intellectual peers. Consideration of placing S. closer to her mental-age level with chronologically older children for reading instruction and introducing a strong program in literature may be advisable.

VIII. Recommendations for Further Nurturance at School

A. Create a classroom atmosphere to encourage S.'s gifted behavior. (Long and Clemmons, 1982)
   1. Provide enjoyable activities as a reward for completing assignments rapidly and accurately.
   2. Vary the routine of drill work; create interesting formats for drill, i.e., game formats.
   3. Create brainteasers or riddles.

B. Differentiate the curriculum.
   1. Introduce S. to a wide variety of experiences.
      a. Provide S. with skills for setting her own goals.
      b. Create an awareness of and provide real problems to solve.
   2. Teach S. communication skills. (Casteen, 1981, 6)
      a. Teach S. how to write observations.
      b. Teach S. how to support experiments with facts and logical analysis.
      c. Provide opportunities for S. to share results.

C. Provide S. the opportunities within the curriculum to
   1. Think conceptually
   2. Converse with true intellectual peers
   3. Develop creative abilities
   4. Use a broad media base. (Walker, 1978, p. 490)

D. Encourage social development.
   1. Help S. develop an accurate perception of others; provide opportunities for group interaction. (Culross, 1982, 25)
   2. Help S. develop an accurate self-awareness as well as a realistic perception of her own abilities, limitations, and interests. (Culross, 1982, 25)

E. Provide positive role models, i.e., mentors.

F. Provide a total instructional program that incorporates
   1. Critical and creative thinking
   2. Divergent thinking
   3. Problem solving
   4. Decision making
   5. Analysis
   6. Synthesis
   7. Evaluation. (Bagford, 1981, 5)

G. Introduce bibliotherapy to help S. deal with some of her deep concerns and anxieties. (e.g. preoccupation with divorce) (Baskin and Harris, 1980)

IX. RECOMMENDATIONS FOR FURTHER NURTURANCE AT HOME

A. Help S. to manage stress. (Hayes and Levitt, 1982)
   1. Parents should learn symptoms/signs of stress and anxiety in S., e.g., headaches, fears, temper outbursts, anxiety over divorce.
   2. Help S. take a systematic approach to all problem-solving.
   3. Help S. understand her <u>feelings</u>; separate thoughts from feelings, rational from irrational.
   4. Help S. develop effective behavioral skills, e.g.,
      a. Decisiveness and assertiveness
      b. Productive time usage
      c. Avoidance of projecting blame on others
      d. Avoidance of procrastination.
   5. Help S. develop a means to prevent stress through
      a. Exercise
      b. Systematic relaxation
      c. Balanced diet.
   6. Assist S. in maintaining her spiritual growth through prayer and Bible study.

B. View giftedness as a procesess of "becoming" rather than as a label.

C. Nurture the affective domain. (Casteen, 1981)
   1. Help S. to understand and adjust to her special abilities with humility.
   2. Assist S. in clarifying her values.

D. "Provide exposure to a variety of fields of study, art, professions, and occupations." (Feldhusen, 1982, 38)

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APPENDIX

Appendix A

Rating Scale/Nomination Form Based on Parental Observation of Characteristics of Intellectual Giftedness

Student: S. age: 8 years 4 months
Teacher:
Relationship of person filling out this form: (father) & (step-mother)

Directions: Please circle the letter which you believe best describes the amount of each characteristic the student displays.

		Low			High
1.	Reads widely and a great deal	A	B	C	(D)
2.	Outstanding in mathematics	A	B	(C)	(D)
3.	Wide range of interests	A	B	(C)	(D)
4.	Likes to work alone	(A)	(B)	C	D
5.	Likes to solve problems	A	B	(C)	(D)
6.	Large vocabulary for age	A	B	C	(D)
7.	Above average language development	A	B	(C)	(D)
8.	Sticks to an interesting activity	A	B	(C)	D
9.	Knows great deal about many subjects	A	B	(C)	D
10.	Desires to excel	A	B	(C)	(D)
11.	Learns quickly if motivated	A	B	C	(D)
12.	Enjoys complexity	A	B	(C)	D
13.	Keen sense of humor	(A)	B	(C)	D
14.	Anticipates outcomes (of experiments for example)	A	B	C	(D)
15.	Excellent memory	A	B	C	(D)
16.	Long attention span	(A)	B	C	D
17.	Prefers to choose own activities	A	B	(C)	(D)
18.	Sets own goals	A	(B)	C	D
19.	Examines others' opinions before acceptance	(A)	(B)	C	D
20.	Forms own opinions and judgments	A	B	C	(D)
21.	Interested in "adult" subjects such as politics, current events, religion, world problems	A	(B)	C	(D)
22.	Finishes projects once started	A	(B)	C	D
23.	Prefers company of older children and/or adults	A	(B)	(C)	D
24.	Presents unusual ideas and approaches to problem solving	A	B	(C)	(D)
25.	Reasons out solutions to problems	A	B	C	(D)
26.	Aware of detail- keen observer	A	B	C	(D)
27.	Is a high achiever	A	B	(C)	D
28.	Is very creative	A	B	C	(D)

Adapted from Mazer, Irene R., A Reasonably Satisfactory Way of Identifying Intellectually Gifted Students, Educational Resources Information Center, Ed 206 143, Tacoma Public Schools-Office of Research and Evaluation, Tacoma, WA, May, 1981, Appendix A.

Appendix B

Rating Scale/Nomination Form Based on Teacher Observation of Characteristics of Intellectual Giftedness

Student: S. age: 8 years 4 months
Teacher:
Relationship of person filling out this form: teacher

Directions: Please circle the letter which you believe best describes the amount of each characteristic the student displays.

		Low			High
1.	Reads widely and a great deal	A	B	C	(D)
2.	Outstanding in mathematics	A	B	(C)	D
3.	Wide range of interests	A	B	(C)	D
4.	Likes to work alone	A	B	(C)	D
5.	Likes to solve problems	A	B	(C)	D
6.	Large vocabulary for age	A	B	C	(D)
7.	Above average language development	A	B	C	(D)
8.	Sticks to an interesting activity	A	B	C	(D)
9.	Knows great deal about many subjects	A	B	(C)	D
10.	Desires to excel	A	(B)	C	D
11.	Learns quickly if motivated	A	B	C	(D)
12.	Enjoys complexity	A	B	(C)	D
13.	Keen sense of humor	A	B	(C)	D
14.	Anticipates outcomes (of experiments for example)	A	B	(C)	D
15.	Excellent memory	A	B	C	(D)
16.	Long attention span	A	B	(C)	D
17.	Prefers to choose own activities	(A)	B	C	D
18.	Sets own goals	(A)	B	C	D
19.	Examines others' opinions before acceptance	A	(B)	C	D
20.	Forms own opinions and judgments	A	B	C	(D)
21.	Interested in "adult" subjects such as politics, current events, religion, world problems	A	(B)	C	D
22.	Finishes projects once started	(A)	B	C	D
23.	Prefers company of older children and/or adults	A	(B)	C	D
24.	Presents unusual ideas and approaches to problem solving	A	(B)	C	D
25.	Reasons out solutions to problems	A	(B)	C	D
26.	Aware of detail- keen observer	A	(B)	C	D
27.	Is a high achiever	A	B	C	(D)
28.	Is very creative	A	B	C	(D)

Adapted from Mazer, Irene R., A Reasonably Satisfactory Way of Identifying Intellectually Gifted Students, Educational Resources Information Center, Ed 206 143, Tacoma Public Schools-Office of Research and Evaluation, Tacoma, WA, May, 1981, Appendix A.

Appendix C

Rating Scale/Nomination Form Based on Preschool Teacher's Observation of Characteristics of Intellectual Giftedness

Student: S. age: 8 years 4 months
Teacher:
Relationship of person filling out this form: former preschool teacher

Directions: Please circle the letter which you believe best describes the amount of each characteristic the student displays.

		Low			High
1.	Reads widely and a great deal	A	B	C	D
2.	Outstanding in mathematics	A	B	(C)	D
3.	Wide range of interests	A	B	(C)	D
4.	Likes to work alone	A	(B)	C	D
5.	Likes to solve problems	A	B	(C)	D
6.	Large vocabulary for age	A	B	C	(D)
7.	Above average language development	A	B	C	(D)
8.	Sticks to an interesting activity	A	(B)	C	D
9.	Knows great deal about many subjects	A	B	C	(D)
10.	Desires to excel	A	B	C	(D)
11.	Learns quickly if motivated	A	B	C	(D)
12.	Enjoys complexity	A	B	(C)	D
13.	Keen sense of humor	A	(B)	C	D
14.	Anticipates outcomes (of experiments for example)	A	B	C	(D)
15.	Excellent memory	A	B	C	(D)
16.	Long attention span	(A)	B	C	D
17.	Prefers to choose own activities	A	B	C	(D)
18.	Sets own goals	A	B	C	(D)
19.	Examines others' opinions before acceptance	A	B	C	(D)
20.	Forms own opinions and judgments	A	B	C	(D)
21.	Interested in "adult" subjects such as politics, current events, religion, world problems	A	(B)	C	D
22.	Finishes projects once started	(A)	B	C	D
23.	Prefers company of older children and/or adults	A	B	(C)	D
24.	Presents unusual ideas and approaches to problem solving	A	B	(C)	D
25.	Reasons out solutions to problems	A	B	(C)	D
26.	Aware of detail- keen observer	A	B	(C)	D
27.	Is a high achiever	A	B	C	(D)
28.	Is very creative	A	B	(C)	D

Adapted from Mazer, Irene R., A Reasonably Satisfactory Way of Identifying Intellectually Gifted Students, Educational Resources Information Center, Ed 206 143, Tacoma Public Schools-Office of Research and Evaluation, Tacoma, WA, May, 1981, Appendix A.

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name [redacted]

9/8/8-

f

a family

a family

a family

left

left

left

four funny giraffes

four funny giraffes

four funny giraffes

Appendix D

22

Appendix E

SOCIOGRAM

Date: 8 March 1984 Teacher:

Question #1: If you could choose only (2) classmates with whom to have computer time, whom would you choose?

CHOICE

RESPONDENT	01	02	03	04	05	06	07	08	09	10*	11	12	13	14	15
01				x								x			
02													x		x
03												x			x
04	x					x									
05						x								x	
06		x		x											
07									x				x		
08									x				x		
09								x					x		
10*								x	x						
11									x				x		
12	x					x									
13								x	x						
14	x		x												
15		x											x		

* indicates gifted student being observed

Appendix E

SOCIOGRAM

Date: 8 March 1984 Teacher:

Question #2: If you were given free tickets to a movie, and your parents said you could invite only (2) classmates, whom would you choose to go to the movie with you?

CHOICE

RESPONDENT	01	02	03	04	05	06	07	08	09	10*	11	12	13	14	15
01				x						x					
02												x			x
03				x									x		
04	x											x			
05				x								x			
06	x	x													
07			x												x
08									x				x		
09													x		x
10*		x							x						
11		x											x		
12	x				x										
13	x											x			
14			x			x									
15		x						x							

* indicates gifted student being observed

Appendix E

SOCIOGRAM

Date: 8 March 1984 Teacher:

Question #3: If you were really stumped on a problem in one of your subjects, especially math or reading, which (2) classmates would probably know how to help you?

CHOICE

RESPONDENT	01	02	03	04	05	06	07	08	09	10*	11	12	13	14	15
01				x		x									
02									x			x			
03							x		x						
04										x			x		
05												x	x		
06		x						x							
07										x		x			
08									x			x			
09										x			x		
10*									x				x		
11										x		x			
12										x			x		
13									x			x			
14								x					x		
15		x										x			

* indicates gifted student being observed

Appendix E

SOCIOGRAM

Date: 8 March 1984 Teacher:

Question #4: In your classroom, who do you think writes the most interesting stories, or comes up with good ideas for stories?

CHOICE

RESPONDENT	01	02	03	04	05	06	07	08	09	10*	11	12	13	14	15
01												x		x	
02											x				x
03													x	x	
04	x								x						
05	x							x							
06		x											x		
07									x				x		
08									x	x					
09										x			x		
10*								x	x						
11												x		x	
12									x	x					
13									x	x					
14			x			x									
15		x										x			

* indicates gifted student being observed

Appendix E

SOCIOGRAM

Date: 8 March 1984 Teacher:

Question #5: Your teacher said that your class could have a class party if a student could come up with some good reasons why a party was a good idea. Who in your class would probably be able to come up with the best ideas and talk the teacher into letting your class have the party?

CHOICE

RESPONDENT	01	02	03	04	05	06	07	08	09	10*	11	12	13	14	15
01									x				x		
02									x						x
03						x							x		
04	x									x					
05									x		x				
06			x					x							
07		x						x							
08									x				x		
09										x			x		
10*									x				x		
11			x							x					
12								x		x					
13			x							x					
14					x	x									
15		x										x			

* indicates gifted student being observed

Appendix F

Parent Inventory of Personality Traits and Adjustment

Student's name: S. Date: March 1984

Directions: Answer each question to the best of your knowledge. There are no right or wrong answers. If none of the categories seems appropriate, please feel free not to comment. Check the following items as best describe your child as you see him or her.

	Seldom or Never	Occasionally	Considerably	Almost Always
1. Is alert beyond his/her years			✓	
2. Has unusually advanced vocabulary for age				✓
3. Likes school				✓
4. Wants to know how and why; reasons things out for himself/herself				✓
5. Sticks to a project once it is begun		✓		
6. Is easily bored with routine tasks				✓
7. Is observant				✓
8. Has lots of ideas to share				✓
9. Has many different ways of solving problems		✓		
10. Is aware of problems others often do not see			✓	
11. Strives toward perfection; is self critical; becomes frustrated			✓	
12. Often is self-assertive, stubborn in his/her beliefs				✓

Appendix F- continued

	Seldom or Never	Occasion-ally	Consid-erably	Almost Always
13. Likes to pretend, fantasizes, imagines				✓
14. Often finds and corrects own mistakes			✓	
15. Others seem to enjoy his/her company		✓		
16. Is self-confident with children own age & adults		✓		
17. Adapts readily to new situations		✓		
18. Sets high standards for self			✓	
19. Gets other children to do what he/she wants				✓
20. Is able to laugh at himself/ herself	✓			
21. Tends to dominate others when they are around				✓
22. Likes to do many things and participates whole-heartedly				✓

Adapted from Task Force for the Gifted and Talented, A Resource Manual for Programs for the Gifted and Talented : Lutheran Schools of Michigan, Michigan District-The Lutheran Church Missouri Synod, Ann Arbor, MI (?), n.d., pp. 26-27.

Appendix G

Teacher Rating on Behavior and Personality Characteristics

Student: S. Age: 8 years 4 months
Teacher: Date: March 1984

Directions: Circle the rating which you think most clearly fits a given characteristic of the student.

Characteristic	Ratings			
Academic Ability	Performs as well as ability allows	Does well but below capacity	Performance well below capacity	In trouble academically
Contribution to Class	Makes contribution on practically all subjects	Frequently makes contribution	Sometimes makes contribution	Practically never makes contribution
Creativity	Spontaneously develops new ideas, new applications	Creative on occasion or in certain areas	Creativitiy not a strong point	Regarded as an unoriginal person
Leadership	Generally accepted as leader of group activity	Can be leader Does NOT seek to lead group	Seldom reveals ability to direct others	Rarely attempts role of leader
Persistence	Works at task until finished no matter the difficulty	Usually persistent Sometimes needs encouragement	Often becomes discouraged and disinteresated	Noted for not finishing work
Enjoyment	Has great enthusiasm for school	Generally enjoys school	Shows little enthusiasm	Apathetic to school
Social Ability	Is social center of group	Well accepted by group, not most popular	Responds socially on occasion	Not a social person

Appendix G- continued

Characteristics	Ratings			
Behavior Disorders	Rarely requires reprimand	Sometimes acts up; not a problem	Often disturbs class with antics	Constant discipline problem
Fears	Rarely shows fearful attitude	Some fears Emotionally stable	Often timid or fearful	Withdrawn, fearful child

from

Gallagher, James J. and Crowder, Thora, "The Adjustment of Gifted Children in the Regular Classroom," Journal of Exceptional Children, April 1957, 23: 311.

Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Robert K. Hartman

Name S. Date March 1984

School St. Paul's Grade 2 Age 8 years 5 months

Teacher or person completing this form Teacher

How long have you known this child? as teacher 2½ months.

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and circle the appropriate number according to the following scale of values:

3. If you have seldom or never observed this characteristic .

5. If you have observed this characteristic occasionally.

7. If you have observed this characteristic to a considerable degree.

9. If you have observed this characteristic almost all of the time.

PART I: LEARNING CHARACTERISTICS

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. 3 5 7 (9)

2. Possesses a large storehouse of information about a variety of topics (beyond the usual interest of youngsters his age). 3 5 7 (9)

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Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (continued)

3.	Has quick mastery and recall of factual information.	3 5 7 (9)
4.	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick."	3 5 (7) 9
5.	Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	3 5 (7) 9
6.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	3 5 (7) 9
7.	Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material, may show a preference for biography, autobiography, encyclopedias, and atlases.	3 (5) 7 9
8.	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	3 (5) 7 9
	Column Total	0 10 21 27
	TOTAL	58

PART II: MOTIVATIONAL CHARACTERISTICS

1.	Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)	3 (5) 7 9
2.	Is easily bored with routine tasks.	(3) 5 7 9
3.	Needs little external motivation to follow through in work that initially excites him.	(3) 5 7 9
4.	Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products.	(3) 5 7 9
5.	Prefers to work independently; requires little direction from teachers.	3 5 (7) 9

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Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (continued)

6. Is interested in many "adult" problems such as religion, politics, sex, race -- more than usual for age level.	3	5	7	(9)
7. Often is self-assertive (sometimes even aggressive); stubborn in his beliefs.	3	5	7	(9)
8. Likes to organize and bring structure to things, people, and situations.	3	(5)	7	9
9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	3	5	7	(9)
Column Total	9	10	7	27
TOTAL				53

PART III: CREATIVITY CHARACTERISTICS

1. Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	3	5	(7)	9
2. Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.	3	5	(7)	9
3. Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	3	5	7	(9)
4. Is a high risk taker; is adventurous and speculative.	3	5	(7)	9
5. Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if...").	3	5	7	(9)
6. Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	3	5	(7)	9
7. Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interests for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	3	5	(7)	9
8. Is sensitive to beauty; attends to aesthetic characteristics of things.	3	(5)	7	9
9. Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	3	5	7	(9)

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Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (continued)

10. Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	3	5	7	(9)	
Column Total	0	5	35	36	
TOTAL				76	

PART IV: LEADERSHIP CHARACTERISTICS

1. Carries responsibility well; can be counted on to do what he has promised and usually does it well.	3	(5)	7	9	
2. Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	3	5	(7)	9	
3. Seems to be well liked by his classmates.	(3)	5	7	9	
4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	(3)	5	7	9	
5. Can express himself well; has good verbal facility and is usually well understood.	3	5	(7)	9	
6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	(3)	5	7	9	
7. Seems to enjoy being around other people; is sociable and prefers not to be alone.	3	5	(7)	9	
8. Tends to dominate others when they are around; generally directs the activity in which he is involved.	(3)	5	7	9	
9. Participates in most social activities connected with the school; can be counted on to be there if anyone is.	3	(5)	7	9	
10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	(3)	5	7	9	
Column Total	15	10	21	0	
TOTAL				46	

Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (Continued)

SCORING -- Separate scores for each of the four dimensions may be obtained as follows:

* Add the numbers circled in each column to obtain the "Column Total."
* Sum the Column Totals across to obtain the "Score" for each dimension of the scale.
* Enter the Scores below.

Learning Characteristics	58
Motivational Characteristics	53
Creativity Characteristics *	76
Leadership Characteristics	46

from

Task Force for the Gifted and Talented, A Resource Manual for Programs for the Gifted and Talented: Lutheran Schools of Michigan, Michigan District-The Lutheran Church Missouri Synod, Ann Arbor, MI (?), n.d., pp. 13-17.

also

Renzulli, Joseph S., Hartman, Robert K., and Callahan, Carolyn M., "Scale for Rating the Behavioral Characteristics of Superior Students," in Psychology and Education of the Gifted, pp. 264-273, edited by Walter B. Barbe and Joseph S. Renzulli, Irvington Publishers, Inc., New York, 1975.

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Motivational Characteristics

A. Self-Direction
B. Values Orientation
C. Task Commitment
D. Opinionated
E. Self-Motivated
F. Maturity of Interests
G. Methodical
H. Perfectionist
I. Avoids Mundane Tasks

Student: S. date: March 1984

SCALE ITEMS	SPECIFIC EXAMPLES OF OBSERVED BEHAVIOR
C 1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.) (Freehill, 1961; Brandwein, 1955; Strang, 1958) Another Key Concept _____	
I 2. Is easily bored with routine tasks. (Ward, 1962; Terman & Oden, 1947; Ward, 1961) Another Key Concept _____	Easily bored; is it because she is not motivated to do her work?
E 3. Needs little external motivation to follow through in work that initially excites him. (Carroll, 1940; Ward, 1961; Villars, 1957) Another Key Concept _____	Seems to work best with time limit; has trouble becoming motivated.
H 4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products. (Strang, 1958; Freehill, 1961; Carroll, 1940) Another Key Concept _____	
A 5. Prefers to work independently; requires little direction from teachers. (Torrance, 1965; Gowan & Demos, 1964; Mokovic, 1953) Another Key Concept _____	Completes most work when she is by herself; works well alone.
F 6. Is interested in many "adult" problems such as religion, politics, sex, race - more than usual for age level. (Witty, 1955; Ward, 1961; Chaffee, 1963) Another Key Concept _____	Keenly aware of divorce; very aware that divorce is against 6th Commandment and appears troubled by this.
D 7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs. (Buhler & Guiri, 1963; Gowan & Demos, 1964; Ward, 1961) Another Key Concept _____	
G 8. Likes to organize and bring structure to things, people, and situations. (Ward, 1961; Gowan & Demos, 1964; Buhler & Guirl, 1963) Another Key Concept _____	
B 9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things. (Getzels & Jackson, 1962; Buhler & Guirl, 1963; Carroll, 1940) Another Key Concept _____	

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A	Inquisitive	C	Articulate	F	Reading Maturity	G	Memory
B	Analytical Reasoning	D	Conceptual Understanding	E	Perceptiveness	H	Knowledgeable

Student: S. date: March 1984

	SCALE ITEMS	SPECIFIC EXAMPLES OF OBSERVED BEHAVIORS
C	1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. (National Education Association, 1960, Terman & Oden, 1947; Witty, 1955) Another Key Concept _____	Tends to use terms daily in her speech which indicate advanced vocabulary.
H	2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age). (Ward, 1961; Termen, 1925; Witty, 1958) Another Key Concept _____	When recalling facts about stories (e.g. Bible stories) she remembers minute details.
G	3. Has quick mastery and recall of factual information. (Goodhart & Schmidt, 1940; Terman & Oden, 1947; National Education Association, 1960) Another Key Concept _____	
A	4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick." (Carroll, 1940; Witty, 1958; Goodhart & Schmidt, 1940) Another Key Concept _____	
F	5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things. (Bristow, 1951; Carroll, 1940; Ward, 1961) Another Key Concept _____	
D	6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others (Witty, 1958; Carroll, 1940; National Education Association, 1960) Another Key Concept _____	
E	7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases. (Hollingworth, 1942; Witty, 1958; Terman & Oden, 1947) Another Key Concept _____	Reads quite a bit. Prefers Judy Blume books, and books on advanced reading level.
B	8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers. (Freehill, 1961; Ward, 1962; Strang, 1958) Another Key Concept _____	

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Leadership Characteristics

A Physically Fit B Popular C Reliable D Gets Involved E Positive Self-Concept F A People Person G Takes Charge H Articulate I Collaborator J Flexible

Student: S. Date: March 1984

SCALE ITEMS	SPECIFIC EXAMPLES OF OBSERVED BEHAVIOR
C 1. Carries responsibility well; can be counted on to do what he has promised and usually does it well. (Baldwin, 1932; Bellingrath, 1930; Burks, 1938) Another Key Concept _____	Work done by S. is done well; however, she needs to learn responsibility and motivation to want to even do the work.
E 2. Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class. (Drake, 1944; Cowley, 1931; Bellingrath, 1930) Another Key Concept _____	Is self-confident with children and adults; when writing her spelling sentences, she is pleased with self.
B 3. Seems to be well liked by his classmates. (Bellingrath, 1930; Garrison, 1935; Zeleny, 1939) Another Key Concept _____	Classmates like to talk to her, sometimes even ask for her to help them.
I 4. Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with. (Dunkerty, 1940; Newcomb, 1943; Fauquier & Gilchrist, 1942) Another Key Concept _____	Generally cooperative; when she gets behind in work she argues with teacher. She tends to back-talk to other students.
H 5. Can express himself well; has good verbal facility and is usually well understood. (Simpson, 1938; Terman, 1904; Burks, 1938) Another Key Concept _____	
J 6. Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed. (Eichler, 1934; Flemming, 1935; Caldwell, 1926) Another Key Concept _____	
F 7. Seems to enjoy being around other people; is sociable and prefers not to be alone. (Drake, 1944; Goodenough, 1930; Bonney, 1943) Another Key Concept _____	Spends much time talking to others.
G 8. Tends to dominate others when they are around; generally directs the activity in which he is involved. (Richardson & Hanawalt, 1943; Hunter & Jordan, 1939; Bowden, 1926) Another Key Concept _____	
D 9. Participates in most social activities connected with the school; can be counted on to be there if anyone is. (Zeleny, 1939; Link, 1944; Courtenay, 1938) Another Key Concept _____	Regularly attends choir at church services and other events at school such as movies with her family.
A 10. Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games. (Flemming, 1935; Partridge, 1934; Spaulding, 1934) Another Key Concept _____	

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Appendix J

Sentence Completion

date: 8 March 1984 Name: S.

There are times when I "really wish my mommy and dad were back together again."

My mind "is very important to me."

My greatest trouble is "my multiplication tables."

Many of my dreams "are quite pleasant to me."

Secretly I wish "that I had more sisters and brothers."

I cannot understand what makes me "so different from everyone else."

My worst trait "is that I sometimes let my mind wander into outerspace."

My biggest worry "is that some people don't like me."

It is fun "to be with friends."

If I could have (3) wishes, I would wish for
"a new bike, a fairy of my own, and a big mac."

My family is "kind of broken apart."

My worst "day was when I started kindergarten and mom left in the middle of class."

I am sorry "that my grandparents had to get a divorce."

At home "I like to read books a lot of the time."

My mother "sometimes gets mad when I say that mother Lisa is MY mother."

My father "is very special to me."

Adapted from Gallagher, James J., Teaching the Gifted Child, Allyn and Bacon, Boston, MA, 1964, pp. 17, 37.

Appendix K

General Tests of Achievement

I. Iowa Tests of Basic Skills

Early Primary Battery Form 7 Level 5 February 1982 -Grade K.6

Subtest	PR	G.E.	Stanine
Listening	96	2.0	9
Word Analysis	91	1.6	8
Vocabulary	90	1.6	8
Language	87	2.1	7
Mathematics	99	2.6	9
Composite	98	2.0	9

II. Iowa Tests of Basic Skills

Early Primary Battery Form 7 Level 6 February 1983- Grade 1.6

Subtest	PR	G.E.	Stanine
Listening	99	4.2	9
Vocabulary	99	3.6	9
Word Analysis	99	4.4	9
Reading	99	4.2	9
Language	99	5.0	9
Mathematics	99	4.0	9
Composite	99	4.2	9

Appendix K -continued

III. Iowa Tests of Basic Skills

Complete Primary Battery Form 7 Level 7 February 1984- Grade 2.6

Subtest	PR	G.E.
Listening	93	4.3
Word Analysis	99	5.4
Vocabulary	94	4.2
Reading	96	4.7
Spelling	94	4.8
Capitalization	97	5.1
Punctuation	99	6.5
Usage	96	5.3
Total Language	99	5.4
Visual Materials	92	4.2
Reference Materials	94	4.1
Total Work Study Skills	94	4.2
Math Concepts	86	3.6
Problem Solving	95	3.5
Computation	94	3.5
Total Mathematics	92	3.7
Composite	99	4.6

THE CASE HISTORY AND OBSERVATION OF AN INTELLECTUALLY GIFTED FOURTH GRADE STUDENT WITH RECOMMENDATIONS FOR NURTURANCE AT SCHOOL AND HOME

BY

CHERYL A. WILDAUER

Graduate Student

Study Directed

by

Charles R. DuVall, Ph.D

Submitted in partial fulfillment of the requirements
for the course E591--Exit Project
Indiana University at South Bend
May 1984

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I. Case History Record for Analysis of Academic Giftedness

A. Family History

1. Name of child observed: M.
   a. Birthdate: 31 October 1973 CA: 10-5
   b. Sex: male
   c. Number of children in family: 3 males
   d. Birth order of child: first
   e. Adopted: no

2. Family Status
   a. Both parents are living.
   b. Both parents are at home.
   c. Child resides with parents.

3. Father
   a. Age: 36
   b. Occupation: principal/teacher at parochial school
   c. Education: M.S. Secondary Education
   d. Nationality/descent: U.S. citizen; German descent

4. Mother
   a. Age: 37
   b. Occupation: kindergarten teacher at parochial school
   c. Education: B.S. Elementary Education; M.S. Elementary Education May 1984
   d. Nationality/descent: U.S. citizen; German descent

5. Other children in the family
   a. Brother age: 7 birthdate: 6-23-76
   b. Brother age: 4 birthdate: 4-27-79

6. Residence
   a. Rural community in northern Indiana
   b. At this residence: nine years
   c. Previous residence: Detroit, Michigan from birth-June 1974

B. School History

1. Name of school: private school in northern Indiana
2. Enrolled: August 1979 in kindergarten
3. Present grade: fourth

C. Rating Scale/Nomination Form Based on Parental Observation of Characteristics of Intellectual Giftedness (Appendix A)

D. Rating Scale/Nomination Form Based on Teacher's Observation of Characteristics of Intellectual Giftedness (Appendix B)

II. Physical and Developmental Data

A. Developmental History

1. Born at full term: yes
2. Weight at birth: 8 pounds 2 ounces
3. Walked: 10 1/2 months
4. First words: 9 months/ "kee-kee" = kitty
   9 months/ "kit-ca"= kitty cat
5. Talked in sentences: 18-20 months/ example of first prayer: "Dear Jee, Beh my ood." = "Dear Jesus, Bless my food."
6. Toilet trained: 27 months; no problems; trained completely in about one week
7. Nursery or preschool experience: 3 years at church related preschool from 1976-1979

a. Summary of parent's observations of child's preschool experience

M. enjoyed the small class size of approximately 14 students because it allowed him to acquire social experiences and develop many friendships. He was an academically advanced and curious child with a broad vocabulary and high language development. He would ask very thoughtful questions of the teachers. However, despite his advanced intellectual capacities, he looked forward to each preschool session and never seemed bored.

b. Rating Scale/Nomination Form Based on Preschool Teacher's Observation of Characteristics of Intellectual Giftedness (Appendix C)

c. Summary of preschool teacher's observations of child's preschool experiences

M. was impatient at first, as a three year-old, when he wanted one of the teachers to tie his shoes, for instance. He soon learned to wait his turn. Although he attended preschool for three full years, he was always interested in learning, did not seem to become bored, and was not a behavior problem at any time. Although he sometimes seemed puzzled with the slow progress of some of his classmates' learning

abilities, he was fairly tolerant of them. M. was quite serious, very anxious to please, somewhat shy. He would get frustrated with himself when he felt he wasn't doing as well as he thought he should. It appeared that he was afraid of being wrong on some of his "paper work." He seemed overly conscientious.

8. Parental observations of developmental milestones that provided evidence child might be academically gifted

   a. Exceptional memory: At 23 months M. knew many short songs by memory. At 27 months he knew the Lord's Prayer completely. He also knew an 8-line bedtime prayer. At 29 months he knew several verses of longer hymns.
   b. Spatial/abstract thinking: At age 4 1/2, M. announced (without any discussion on the subject) that 11:16 was 76 minutes after 10:00. He proceeded to come up similar observations.
   c. Continual questions: M. would ask "Why" and "What does it look like?" questions about nearly everything.
   d. High vocabulary: M. delighted in using multi-syllable words as well as in word play.
   e. Self-taught reader: M. began reading simple words before age 5. When first learning to read he read non-fiction books, usually with a science orientation. He enjoyed map reading especially a U.S. atlas and world atlas.

B. Health History

1. Childhood diseases: chicken pox- March 1983
2. Allergies: none
3. Convulsions: none
4. Surgery: left inguinal hernia repair- February 1981
5. Hospitalization: out-patient for hernia repair
6. Scarlet fever: no
7. Bronchitis: no
8. Other: media otitis; inner ear infection; occasional nosebleeds when scar tissue in nose is damaged
9. Summary of medical doctor's findings regarding any health problems:

   M. has had blood tests because of nosebleeds. He is not anemic. Nosebleeds should become less frequent with age. M. does take Vitamin K when nosebleeds occur. His ears are sensitive to wind and water. He uses eardrops for relief of pain, and occasionally uses earplugs.

10. Immunization status
    a. DPT or DT: current through March 1979
    b. Oral polio: current through March 1979
    c. MMR: 4 November 1974
11. Health test for school entrance
    a. TB: March 1979/ negative
    b. Sickle cell: not required/ child is male caucasian
12. Dental health
    a. Periodic 6-month examinations
    b. Takes fluoride tablets every other day
    c. Excellent dentition; normal eruption of teeth; normal loss of teeth; adult teeth show excellent spacing

C. Present Health and Habits

1. School attendance record:
   1979-1980: 4 days absent due to trip to California
   1980-1981: 0 days absent
   1981-1982: 0 days absent
   1982-1983: 4 days absent with chicken pox
   1983-1984: 1 day absent due to high fever/flu

2. Present weight and height: 75 pounds
   4 feet 10 inches

3. Sleep habits
   a. Sleep required per night: 9 1/2-10 hours
   b. Heavy sleeper
   c. Occasional sleep talking; reports dreams nearly every night but seldom has nightmares

4. Eating habits
   a. Foods he does not like: cottage cheese; yogurt; milk; liver
   b. Food he prefers: pizza with pepperoni; hamburgers; fish and shrimp; spaghetti; steak with steak sauce

5. Medication
   a. Vitamin K as needed when nosebleeds occur
   b. Cortisporin as needed for relief of earache pain
   c. Vitamin C 500mg.; daily multiple vitamin
   d. Chewable fluoride tablets every other day

6. Participation in normal activities in school
   a. Normal participation allowed in organized athletic activities or soccer and basketball
   b. Normal participation allowed in physical education class
   c. Physical adeptness: Student participates in President's Physical Fitness Program at school and is

very close to meeting qualifications for a certificate based on standards for his age/developmental level.

7. Hearing
   a. No hearing test needed other than screening process by audiometrist at school
   b. Experiences no difficulty in hearing normal speech

8. Vision
   a. No vision screening by optometrist or other vision specialist
   b. Experiences no difficulty in seeing print or objects in distance
   c. Requires no special vision training

D. Dominance

1. prints: right hand
2. eats: left hand/right hand
3. catches: right hand
4. throws: left hand
5. bats: left hand
6. kicks: left foot

Summary: The child experiences mixed dominance. He has developed excellent control of fine-motor muscles. See handwriting sample (Appendix D).

III. Environmental Data

A. Social Development

1. Companions

   a. Frequency of play with others : daily at school; daily at home when weather is suitable; usually on weekends

   b. Ease with which child makes friends within peer group as observed by parents

   Summary: M. is selective and chooses friends who basically have the same interests and Christian values. He is insightful. He seems to limit his friends to 2-3 close neighborhood friends although he gets along fine with age mates at school. His friends are always male, and although age is not important, he prefers a friend his age or older who has an interest in computer or sports.

c. Characteristics child normally seeks in a friend as observed by parents: considerate; fair play; give-and-take; similar interests; athletic skills; risk-taker in learning new skills

d. Child's closest neighborhood companions:
J.- age 13 -male
T.- age 11 -male
M.- age 11 -male
T. -age 10 -male

e. Activities child engages in with closest companions
Outdoor: walkie talkie; sledding; basketball; football; soccer; baseball; swimming; insect collection

Indoor: board games; computer problem-solving disks; microscope; occasional TV viewing

2. Interaction with adults; ease with which child makes friends with an adult as observed by parents

Summary: M. is cautious. He is respectful, not impulsive, which may be mistaken for shyness.

3. Interaction in a peer group through clubs and group memberships
a. Little League
b. Laudate Choir at church

4. Peer group relationships within the school environment and among classroom peers (Appendix E - Sociometric Scale)

5. Home expectations and responsibilities

a. Allowance: weekly plus supplemental summer income; spends on season tickets for sports events, movies, church and does contribute to savings account
b. Parental expectations in helping with household tasks

	Never	Occasionally	Regularly
Sets table			x
Puts clothes in hamper			x
Makes bed			x
Cleans house		x	
Empty trash		x	
Feed pet			x
Clean own room up			x
Picks up toys			x
Carries out trash bags		x	

6. Freedom and privileges child is granted
   a. Telephone use: allowed to use telephone; restricted to use for a definite purpose, to relay messages; does get occasional calls from friends

   b. Freedom of movement according to parents

      /yes/ must play in own yard or in sight of house (with qualifications as stated below)
      /no/ limited to own block
      /yes/ must ask to cross street
      /yes/ must stay in neighborhood
      /yes/ has wide range of movement but must report where he is going
      /no/ goes pretty much where and when he pleases

   c. Entertaining friends

      /yes/ allowed to have friends visit in the home
      /yes/ allowed to have friends play inside the home (when weather is unsuitable for outdoor play)
      /yes/ allowed to stay overnight with a friend and to have friend stay overnight at M.'s home

   d. Selection and purchase of clothing

      /yes/ may advise about preference and tries on for size but purchase decision remains parents'
      /yes/ decides what to wear for a particular occasion

   e. Visits away from home

      With parents (family vacations):
      1978- Missouri Ozarks
      1981- southern Indiana
      1982- Nebraska and South Dakota
      1983- Michigan, Canada and Niagara Falls

      Without parents:
      1980- flew to CA with grandparents for 2 weeks
      1982- southern Indiana 3 days with grandparents
      1983- 1 week summer youth camp

7. Cultural atmosphere of home
   a. Magazines received through subscription:
      3-2-1 Contact
      Ranger Rick
      National Geographic World
      The Electric Company
      Chart Your Course
      Sports Illustrated (back issues from uncle)

b. Other resources available to the child
Dictionaries
Bible
Bible reference books
Computer programming books

c. Equipment in the home

/yes/	TV	/yes/	automobile	/yes/	computer
/no/	boat	/yes/	radio	/yes/	piano
/yes/	tape recorder	/yes/	record player	/yes/	books

8. Interests

a. Most used playthings and equipment

outdoor:	indoor:
balls- soccer, baseball basketball, football	transistor radio
	computer/word processor
bike	
bat/glove	calculator
	baseball cards

b. Favorite games and/or play activities:
any sport in season
baseball/football card collection
word processing or computer programming
strategy games

c. Favorite books or stories
Chronicles of Narnia
sports biographies and factual books i.e. almanacs

d. Favorite TV programs
With family:
"Diff'rent Strokes"
"TV Bloopers and Practical Jokes"
"Knight Rider"

For personal viewing:
any sport in season especially the Detroit Lions, Detroit Tigers, the University of Michigan, and Notre Dame

TV watching per day: approximately 2-3 hours

Limitations/restrictions:
must complete homework first
no "adult" shows or violence oriented
some programs should include PBS

e. Radio listening: local sports events, some pleasure music

Limitations/restrictions: no hard or punk rock

f. Special interests with responses from M.

Drawing or painting? "I like to draw scenery, and I like to do graphics on a computer."

Musical things? "I hope someday I can play sax or drum. But my parents like music and I hope I will too."

Working with tools? "No, only if I have to in order to repair something."

Scientific experiments? "Yes! I am especially interested in solar experiments. I like experiments that involve mixing things and creating reactions."

Make up stories or plays of your own? "I like using my mind to create new ideas. I might even think up a new invention."

Dancing? "No! not like ballet. I might like aerobics to dance music and 'break' dancing."

Making collections? "I have a rock collection, stamp collection, baseball and football card collection. I used to collect insects."

B. Emotional and Personality Adjustment Data

1. Descriptors of behavioral traits according to parents
   a. Parent Inventory (Appendix F)
   b. Rating scale of specific observable traits

Key: 0= trait does not normally occur
1= low incidence of that trait
5= high incidence of that trait

(3)	aggressive when provoked	(3)	blames others
(4)	ambitious	(3)	cries easily
(1)	depressed	(0)	bed wetting
(1)	easily discouraged	(5)	disorganized
(0)	head banging	(0)	sleep walks
(2)	nervous mannerisms	(1)	timid, shy
(3)	excessively messy	(4)	friendly
(0)	speech difficulty	(1)	impulsive
(4)	temper outbursts	(1)	nightmares

1. Descriptors of behavioral traits - continued

(4)	daydreams-"thinking"	(1)	fearful
(1)	hyperactive	(2)	selfish
(4)	generally happy	(0)	steals
(0)	thumb sucking	(1)	destructive
(0)	nail biting	(1)	lies
(4)	worries/nervous	(0)	rocking
(1)	excessively neat	(0)	soiling

2. Descriptors of behavioral traits according to teacher
   a. Teacher rating of behavior and personality characteristics adapted from Gallagher/Crowder (Appendix G)

   b. Renzulli Scale for Rating Behavioral Characteristics of Superior Students (Appendix H)

   c. Narrative of specific examples of observed behavior based on Renzulli Scale (Appendix I)

3. Sentence completion by student demonstrating language, thought, and adjustment (Appendix J)

IV. Educational Data

A. School Progress

1. Psychological tests given while attending present school: none recorded

2. Present fourth grade curriculum subjects: religion, memorization (Biblical passages), reading, English, written expression, spelling, handwriting, mathematics, social studies, science, art, music, physical education

3. Classroom academic record 1983-1984 school year:
   Semester I grade: First column
   Third Nine Weeks' Grade: Second column

Religion	A	A	
Memorization	A	A	
Reading	A	A	
English	A	A	
Written English	S+	S+	S=satisfactory
Spelling	A+	A	
Handwriting	A	A	
Mathematics	A	A	
Social Studies	A	A	
Science	A	A	
Art	B+	B	
Music	cr	cr	cr=credit
Physical Education	A-	B+	

4. Attendance 1983-1984 school year to date:
   One absence due to viral illness; no tardies

B. Work Attitudes and Study Habits as Reported on Progress Report Third Nine-Week Period 1983-1984

Key: O= outstanding S= satisfactory N= needs improvement

S+ Listens attentively
O Follows directions
O Works independently
S Uses school time wisely
S Refrains from disturbing others
S Works well with others
O Contributes to group discussions and activities
S Is willing to attempt new activities
S Shows interest and pride in work well done
S Has necessary school supplies
S Accomplishes according to ability

C. Speech Habits as Observed by Classroom Teacher

/no/ stuttering /no/ foreign accent /no/ lisping
/no/ hesitations /no/ repetitions /no/ reversals
/no/ omissions

D. Adjustment of School to Pupil's Needs

1. Kindergarten 1979-1980
   a. Remained with his chronological age group for most subjects
   b. Worked out of level in reading and math but on an independent basis; one-to-one instruction
   c. Kept with chronological peers but curriculum was enriched in some areas to utilize reading ability and beginning research skills

2. First Grade 1980-1981
   a. Remained with chronological age group for some subjects (e.g., science, social studies, English)
   b. Worked on an accelerated program in reading, math, spelling and was encouraged in research skills and independent creative writing; one-to-one instruction
   c. Attended Gifted Summer Program on Earth Science-Geology, July and August 1981, at present school

3. Second Grade 1981-1982
   a. Remained with chronological age group for some subjects (e.g., science, social studies, English)
   b. Worked on an accelerated program in reading, math, spelling; developed research skills, use of reference

materials, independent writing, and vocabulary development both oral and written
c. Attended Gifted Summer Program (Topical) in August 1982, at present school

4. Third Grade 1982-1983
a. Remained with chronological age group for most instruction
b. Worked in accelerated and individualized program in reading, math
c. Attended one-day per week pull-out program entitled "Childrens' Great Books"
d. Worked on contract system in social studies whereby an array of topics could be chosen; developed independent research skills on topics of interest

5. Fourth Grade 1983-1984
a. Remains with chronological age group for most instruction
b. Works in highly accelerated, individualized program in math and reading (out of level and enrichment)
c. Is developing skills on the computer in programming, word processing, typing, problem-solving, graphics, and logic
d. Works on contract system in social studies; uses word processor and develops own format for many projects; makes extensive use of reference materials and library services
e. Encouraged to use community resources and uses some mentoring with teacher on the computer

E. Criteria Used at M.'s School for Identifying the Academically Gifted (See Achey-Cutts and Garvin, 1983, for more detailed identification procedures.)

1. Nomination - Initial input
a. Teacher(s)
b. Parent(s)
c. Peer(s) (occasionally)
d. Standardized Achievement Test 90%ile and above
e. Pupil product(s)
f. Pupil performance in class

2. Screening - Collection of specific data
a. DeHaan Checklist
b. Teacher input
c. Renzulli Scales (occasionally)
d. Check lists

3. Selection - Decision making
   a. Based on compilation, examination, and evaluation of data by teacher(s) and principal
   b. Parental consent secured for inclusion in a gifted program other than within the regular classroom

V. Testing Data

A. Tests of Mental Ability: none administered to date

B. General Tests of Achievement (Appendix K)

1. Stanford Achievement Test
   a. Primary Level 1 Complete Battery Form A
   b. March 1981- Grade 1

2. Stanford Achievement Test
   a. Primary Level 2 Complete Battery Form A
   b. February 1982- Grade 2

3. Iowa Tests of Basic Skills
   a. Form 6 Level 9 Complete Battery
   b. February 1983 - Grade 3

4. Iowa Tests of Basic Skills
   a. Form 6 Level 10 Complete Battery
   b. February 1984 - Grade 4

C. Diagnostic Test: KeyMath Diagnostic Arithmetic Test
Date: February 1981 Grade: 1.6

Subtest:	Raw Score Correct/Total
Numeration	21/24
Fractions	4/11
Geometry and Symbols	16/20
Addition	11/15
Subtraction	8/14
Multiplication	5/11
Division	3/10
Mental Computation	7/10
Numerical Reasoning	7/12
Word Problems	9/14
Missing Elements	7/7
Money	7/15
Measurement	21/27
Time	15/19

Total Raw Score: 141 Grade Equivalent: 4.8

VI. Description of Pupil's Performance in Basic Skill Areas as Reported on Progress Report 1983-1984 Third Nine Weeks

Key: O=outstanding S=satisfactory N=needs improvement

A. Reading
   1. O= Develops word attack skills
   2. S+= Understands what he reads
   3. S+= Masters vocabulary

B. English
   1. S= Listens attentively
   2. S= Speaks clearly
   3. S+= Uses correct grammar
   4. S+= Communicates ideas orally
   5. S+= Expresses ideas well in writing
   6. S+= Uses correct punctuation/capitalization

C. Spelling
   1. O= Learns assigned spelling words
   2. O= Spells correctly in written work

D. Handwriting
   1. O= Forms letters and numerals correctly
   2. O= Writes neatly and legibly

E. Mathematics
   1. O= Masters basic facts
   2. S+= Solves story problems for grade level
   3. S= Works accurately
   4. S+= Understands basic operations

F. Social Studies
   1. O= Properly relates time, place, and events
   2. O= Utilizes outside resources
   3. O= Reads and constructs maps accurately
   4. O= Shows awareness of current events

G. Science
   1. O= Uses appropriate science vocabulary
   2. O= Makes scientific observations
   3. O= Understands scientific concepts
   4. S+= Uses scientific methods

VII. Summary and Evaluation of Delivery Services

A. Options Available at M.'s School as a Delivery Service for the Intellectually Gifted Child

   1. "Keeping the child with his (her) chronological age group and 'enriching the curriculum.'"
   2. "Locating the individual close to his (her) mental-age level in school class with chronologically older children."

3. "Retaining the child in his (her) chronological age group for some subjects and advancing in others." (O'Shea, 1959, 523)
4. Providing a pull-out program several times per week for study of a selected topic or instruction in specific skills
5. Providing a summer program based on a topical approach

B. Options Currently Used at M.'s School to Deliver Services to the Intellectually Gifted Child in Fourth Grade

1. Instruction with chronological age group for some subjects and advancement (out of level) in others; inclusion of activities that demand higher level thought processes, complex thinking, creative/productive thinking
2. Enrichment of the curriculum in selected areas while remaining with chronological age group
3. Contract approach to allow for individual choice for independent study
4. Inclusion in a 1984 Gifted Summer Program (Topical) if one is available

C. Evaluation of Delivery Services Currently Used at the Fourth Grade Level

Summary: The philosophy of M.'s school regarding the education of the intellectually gifted fourth grade student appears to be that of heavy emphasis on out of level instruction especially in core subjects as math and reading. Lack of trained personnel prohibits a pull-out program for the current school year; the public school system does not offer a gifted program in which M. could participate. Availability of qualified personnel during the summer of 1984 makes a Summer Gifted Program more feasible. The multi-grade structure of M.'s school allows for relative ease of instruction out of level. At present, M. works at the end of the fifth grade math text, with additional enrichment planned in geometry and computer skills. M. also works on an individual basis at the end of the fifth grade reading text. M. is learning independent research skills and use of various reference materials through contract work in social studies. M. finds both stimulation and challenge from the opportunity to choose his own course of study; it seems this approach should be encouraged. While he appears challenged working on an accelerated program in math and reading, he does not receive the stimulation from interacting with intellectual peers because he is more advanced in math and reading skills than classmates in either grade four or five. Consideration is presently being given to locating M. closer to his mental-age level with chronologically older children for math instruction during the next school year.

VIII. Recommendations for Further Nurturance at School

A. Implement conceptual models during instruction, i.e., Guilford's SOI, Bloom's Taxonomy, or Renzulli's Enrichment Triad Model.

B. Meet the basic needs of this gifted child. (Feldhusen, 1982, 38, selected)
   1. Provide "experience in creative thinking and problem solving."
   2. Encourage "development of convergent abilities, especially in logical deduction and problem solving."
   3. Stimulate "imagery, imagination, and spatial abilities."
   4. Encourage "development of independence, self-direction, and discipline in learning."
   5. Provide "a large fund of information about diverse topics."
   6. Provide "access and stimulation to reading."
   7. Provide for "maximum achievement of basic skills and concepts."
   8. Provide "learning activities at appropriate level and pace."

C. Establish goals for a reading program for M. (Bagford, 1981)
   1. Develop higher cognitive abilities rather than stressing skill development.
   2. Provide material with strong content and value emphasis.
   3. Allow student to relate to both gifted readers and others with widely different attributes.
   4. Provide for vocabulary development. "One can hardly think great thoughts if there is no language available to express the thoughts." (Bagford, 1981, 6)
   5. Provide opportunities for divergent thinking, problem solving, decision making, analysis, synthesis, and evaluation.

D. Consider a mentor for specific areas of interest, i.e., math and computer. (Casteen, 1981)

E. Enlist support and suggestions from M.'s parents.
   1. Help child develop "an accurate sense of self, awareness, of abilities, limitations, and interests." (Culross, 1982, 25)
   2. Help child develop "an accurate perception of others, and adequate social relationships." (Culross, 1982, 25)
   3. Participate in parent education as well as teacher education about the needs of the gifted.

F. Adapt curriculum materials based on goals aimed at increasing divergent thinking, evaluative thinking, intellectual risk-

taking, and stimulating curiosity and exploratory behavior. (Culross, 1982)

1. "Utilize many instructional media, especially those which free the student from limited content bounds." (Walker, 1978, p. 490)
2. "Apply theory and principles to solving life problems." (Walker, 1978, p. 490)

IX. Recommendations for Further Nurturance at Home

A. Nurture the affective domain (Casteen, 1981).
   1. Help M. understand and adjust to his special abilities.
   2. Help M. be assertive and assist him in clarifying his values.
   3. Minimize pressure from home.

B. Recognize the guidance and counseling needs of gifted children.
   1. "The need to recognize and accept the abilities, interests, and limitations of others." (Culross, 1982,25)
   2. "The need for adequate social relationships" (Culross, 1982, 25); the need for interaction with true peers.
   3. "The need to explore, discover, and create." Culross, 1982, 25)
   4. "The need to understand the attitudes of parents or teachers toward the gifted child." (Culross, 1982, 25)
   5. "The need to set realistic goals and to evaluate realistically." (Culross, 1982, 25)

C. Encourage M.'s social development.
   1. "Parents will know that their child is socially comfortable when he chooses to be by himself at times and reaches out for friends at other times." (Chen, 1980, 43)
   2. ". . . psychological distance between a gifted child and peers can be shortened by sharing interests, activities, basic needs, experiences, and emotions." (Chen, 1980, 44)

D. "Provide exposure to a variety of fields of study, art, professions, and occupations." (Feldhusen, 1982, 38)

E. View giftedness as a process ("becoming") rather than as a label.

F. Help M. accept failure; positive and negative emotions are life basics; develop a support network.

"The Well-Integrated Child needs the continued support of the family, not as much for their actions but for the resulting feelings created by the reaction to their surroundings." (Roeper, 1982, 23)

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APPENDIX

Appendix A

Rating Scale/Nomination Form Based on Parental Observation of Characteristics of Intellectual Giftedness

Student: M. age: 10 years 4 months
Teacher:
Relationship of person filling out this form: (father) and (mother)

Directions: Please circle the letter which you believe best describes the amount of each characteristic the student displays.

		Low			High
1.	Reads widely and a great deal	A	(B)	(C)	D
2.	Outstanding in mathematics	A	B	C	(D)
3.	Wide range of interests	A	B	(C)	(D)
4.	Likes to work alone	A	B	(C)	(D)
5.	Likes to solve problems	A	B	C	(D)
6.	Large vocabulary for age	A	B	C	(D)
7.	Above average language development	A	B	C	(D)
8.	Sticks to an interesting activity	A	B	(C)	(D)
9.	Knows great deal about many subjects	A	B	(C)	(D)
10.	Desires to excel	A	B	C	(D)
11.	Learns quickly if motivated	A	B	C	(D)
12.	Enjoys complexity	A	B	C	(D)
13.	Keen sense of humor	A	(B)	(C)	D
14.	Anticipates outcomes (of experiments for example)	A	B	(C)	(D)
15.	Excellent memory	A	B	C	(D)
16.	Long attention span	A	B	C	(D)
17.	Prefers to choose own activities	A	B	(C)	(D)
18.	Sets own goals	A	B	(C)	(D)
19.	Examines others' opinions before acceptance	A	(B)	C	(D)
20.	Forms own opinions and judgments	A	B	(C)	(D)
21.	Interested in "adult" subjects such as politics, current events, religion, world problems	A	B	C	(D)
22.	Finishes projects once started	A	B	(C)	(D)
23.	Prefers company of older children and/or adults	A	B	C	(D)
24.	Presents unusual ideas and approaches to problem solving	A	B	(C)	D
25.	Reasons out solutions to problems	A	B	C	(D)
26.	Aware of detail- keen observer	A	B	C	(D)
27.	Is a high achiever	A	B	C	(D)
28.	Is very creative	A	(B)	(C)	D

Adapted from Mazer, Irene R., A Reasonably Satisfactory Way of Identifying Intellectually Gifted Students, Educational Resources Information Center, Ed 206 143, Tacoma Public Schools-Office of Research and Evaluation, Tacoma, WA, May, 1981, Appendix A.

Appendix B

Rating Scale/Nomination Form Based on Teacher Observation of Characteristics of Intellectual Giftedness

Student: M. age: 10 years 4 months
Teacher:
Relationship of person filling out this form: teacher

Directions: Please circle the letter which you believe best describes the amount of each characteristic the student displays.

		Low			High
1.	Reads widely and a great deal	A	B	(C)	D
2.	Outstanding in mathematics	A	B	C	(D)
3.	Wide range of interests	A	B	(C)	D
4.	Likes to work alone	A	B	(C)	D
5.	Likes to solve problems	A	B	C	(D)
6.	Large vocabulary for age	A	B	(C)	D
7.	Above average language development	A	B	C	(D)
8.	Sticks to an interesting activity	A	B	C	(D)
9.	Knows great deal about many subjects	A	B	C	(D)
10.	Desires to excel	A	B	C	(D)
11.	Learns quickly if motivated	A	B	C	(D)
12.	Enjoys complexity	A	B	(C)	D
13.	Keen sense of humor	A	B	(C)	D
14.	Anticipates outcomes (of experiments for example)	A	B	C	(D)
15.	Excellent memory	A	B	C	(D)
16.	Long attention span	A	B	C	(D)
17.	Prefers to choose own activities	A	B	(C)	D
18.	Sets own goals	A	B	(C)	D
19.	Examines others' opinions before acceptance	A	B	(C)	D
20.	Forms own opinions and judgments	A	B	(C)	D
21.	Interested in "adult" subjects such as politics, current events, religion, world problems	A	B	C	(D)
22.	Finishes projects once started	A	B	C	(D)
23.	Prefers company of older children and/or adults	A	B	(C)	D
24.	Presents unusual ideas and approaches to problem solving	A	B	(C)	D
25.	Reasons out solutions to problems	A	B	(C)	D
26.	Aware of detail- keen observer	A	B	C	(D)
27.	Is a high achiever	A	B	C	(D)
28.	Is very creative	A	B	(C)	D

Adapted from Nazer, Irene R., A Reasonably Satisfactory Way of Identifying Intellectually Gifted Students, Educational Resources Information Center, Ed 206 143, Tacoma Public Schools-Office of Research and Evaluation, Tacoma, WA, May, 1981, Appendix A.

Appendix C

Rating Scale/Nomination Form Based on Preschool Teacher's Observations of Characteristics of Intellectual Giftedness

Student: M. age: 10 years 4 months
Teacher:
Relationship of person filling out this form: former preschool teacher

Directions: Please circle the letter which you believe best describes the amount of each characteristic the student displays.

		Low			High
1.	Reads widely and a great deal	A	B	C	D
2.	Outstanding in mathematics	A	B	C	D
3.	Wide range of interests	A	B	C	D
4.	Likes to work alone	A	B	C	D
5.	Likes to solve problems	A	B	C	D
6.	Large vocabulary for age	A	B	C	D
7.	Above average language development	A	B	C	D
8.	Sticks to an interesting activity	A	B	C	D
9.	Knows great deal about many subjects	A	B	C	D
10.	Desires to excel	A	B	C	D
11.	Learns quickly if motivated	A	B	C	D
12.	Enjoys complexity	A	B	C	D
13.	Keen sense of humor	A	B	C	D
14.	Anticipates outcomes (of experiments for example)	A	B	C	D
15.	Excellent memory	A	B	C	D
16.	Long attention span	A	B	C	D
17.	Prefers to choose own activities	A	B	C	D
18.	Sets own goals	A	B	C	D
19.	Examines others' opinions before acceptance	A	B	C	D
20.	Forms own opinions and judgments	A	B	C	D
21.	Interested in "adult" subjects such as politics, current events, religion, world problems	A	B	C	D
22.	Finishes projects once started	A	B	C	D
23.	Prefers company of older children and/or adults	A	B	C	D
24.	Presents unusual ideas and approaches to problem solving	A	B	C	D
25.	Reasons out solutions to problems	A	B	C	D
26.	Aware of detail- keen observer	A	B	C	D
27.	Is a high achiever	A	B	C	D
28.	Is very creative	A	B	C	D

Adapted from Mazer, Irene R., A Reasonably Satisfactory Way of Identifying Intellectually Gifted Students, Educational Resources Information Center, Ed 206 143, Tacoma Public Schools-Office of Research and Evaluation, Tacoma, WA, May, 1981, Appendix A.

[redacted]

p. 21 Sentences

1. A pair of suspects was arrested, but they escaped.
2. The noisy traffic disturbs our peace.
3. I admit that you can't argue with success.
4. The mail plane can't afford to waste gallons of gas.
5. The bookkeeper announced that our accounts were perfectly correct.
6. The mother comforted the child groaning in pain.
7. We admired the scene all along the route.
8. Only fully grown males were once accepted in steel mills.
9. She collects fine pieces of glass.
10. The weight of the objects made our shoulders sore.

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Appendix E

SOCIOGRAM

Date: 8 March 1984 **Teacher:**

Question #1: If you could choose only (2) classmates with whom to have computer time, whom would you choose?

	CHOICE											
	01	02	03	04	05	06	07	08*	09	10	11	12
RESPONDENT												
01		x					x					
02	x										x	
03		x									x	
04										x		x
05								x			x	
06					x						x	
07					x				x			
08*							x				x	
09							x				x	
10			x	x								
11								x	x			
12			x								x	

* indicates gifted student being observed

Appendix E

SOCIOGRAM

Date: 8 March 1984 Teacher:

Question #2: If you were given free tickets to a movie, and your parents said you could invite only (2) classmates, whom would you choose to go to the movie with you?

CHOICE

RESPONDENT	01	02	03	04	05	06	07	08*	09	10	11	12
01							x	x				
02		x									x	
03				x						x		
04			x							x		
05							x				x	
06							x	x				
07								x			x	
08*					x						x	
09					x		x					
10			x	x								
11		x								x		
12			x								x	

* indicates gifted student being observed

Appendix E

SOCIOGRAM

Date: 8 March 1984 Teacher:

Question #3: If you were really stumped on a problem in one of your subjects in school, especially math or reading, which (2) classmates would probably know how to help you?

	CHOICE											
	01	02	03	04	05	06	07	08*	09	10	11	12
RESPONDENT												
01										x	x	
02					x			x				
03										x		x
04								x		x		
05							x	x				
06				x						x		
07					x			x				
08*							x				x	
09								x			x	
10								x	x			
11								x	x			
12			x							x		

* indicates gifted student being observed

Appendix E

SOCIOGRAM

Date: 8 March 1984 Teacher:

Question #4: Who do you think in your classroom writes the most interesting stories, or comes up with good ideas for stories?

CHOICE

RESPONDENT	01	02	03	04	05	06	07	08*	09	10	11	12
01					x		x					
02					x						x	
03										x		x
04											x	x
05								x			x	
06				x				x				
07								x			x	
08*					x						x	
09					x						x	
10					x						x	
11								x	x			
12			x								x	

* indicates gifted student being observed

Appendix E

SOCIOGRAM

Date: 8 March 1984 Teacher:

Question #5: Your teacher said that your class could have a class party if a student could come up with some good reasons why a party was a good idea. Who in your class would probably be able to come up with the best ideas and talk your teacher into letting your class have the party?

CHOICE

RESPONDENT	01	02	03	04	05	06	07	08*	09	10	11	12
01		x							x			
02					x			x				
03				x								x
04		x										x
05								x			x	
06								x		x		
07				x								x
08*									x		x	
09					x		x					
10					x		x					
11		x	x									
12			x							x		

* indicates gifted student being observed

Appendix F

Parent Inventory of Personality Traits and Adjustment

Student's name: M. Date: March 1984

Directions: Answer each question to the best of your knowledge. There are no right or wrong answers. If none of the categories seems appropriate, please feel free not to comment. Check the following items as best describe your child as you see him or her.

	Seldom or Never	Occasionally	Considerably	Almost Always
1. Is alert beyond his/her years				✓
2. Has unusually advanced vocabulary for age				✓
3. Likes school				✓
4. Wants to know how and why; reasons things out for himself/herself				✓
5. Sticks to a project once it is begun			✓	
6. Is easily bored with routine tasks		✓		
7. Is observant				✓
8. Has lots of ideas to share				✓
9. Has many different ways of solving problems				✓
10. Is aware of problems others often do not see		✓		
11. Strives toward perfection; is self critical; becomes frustrated				✓
12. Often is self-assertive, stubborn in his/her beliefs			✓	

Appendix F- continued

	Seldom or Never	Occasion-ally	Consid-erably	Almost Always
13. Likes to pretend, fantasizes, imagines		✓		
14. Often finds and corrects own mistakes				✓
15. Others seem to enjoy his/her company				✓
16. Is self-confident with children own age & adults				✓
17. Adapts readily to new situations			✓	
18. Sets high standards for self				✓
19. Gets other children to do what he/she wants			✓	
20. Is able to laugh at himself/ herself			✓	
21. Tends to dominate others when they are around	✓			
22. Likes to do many things and participates whole-heartedly				✓

Adapted from Task Force for the Gifted and Talented, A Resource Manual for Programs for the Gifted and Talented : Lutheran Schools of Michigan, Michigan District-The Lutheran Church Missouri Synod, Ann Arbor, MI (?), n.d., pp. 26-27.

Appendix G

Teacher Rating on Behavior and Personality Characteristics

Student: M. Age: 10 years 4 months
Teacher: Date: March 1984

Directions: Circle the rating which you think most clearly fits a given characteristic of the student.

Characteristic	Ratings			
Academic Ability	Performs as well as ability allows	Does well but below capacity	Performance well below capacity	In trouble academically
Contribution to Class	Makes contribution on practically all subjects	Frequently makes contribution	Sometimes makes contribution	Practically never makes contribution
Creativity	Spontaneously develops new ideas, new applications	Creative on occasion or in certain areas	Creativitiy not a strong point	Regarded as an unoriginal person
Leadership	Generally accepted as leader of group activity	Can be leader Does NOT seek to lead group	Seldom reveals ability to direct others	Rarely attempts role of leader
Persistance	Works at task until finished no matter the difficulty	Usually persistent Sometimes needs encouragement	Often becomes discouraged and disinteresated	Noted for not finishing work
Enjoyment	Has great enthusiasm for school	Generally enjoys school	Shows little enthusiasm	Apathetic to school
Social Ability	Is social center of group	Well accepted by group, not most popular	Responds socially on occasion	Not a social person

Appendix G- continued

Characteristics	Ratings			
Behavior Disorders	Rarely requires reprimand	Sometimes acts up; not a problem	Often disturbs class with antics	Constant discipline problem
Fears	Rarely shows fearful attitude	Some fears Emotionally stable	Often timid or fearful	Withdrawn, fearful child

from

Gallagher, James J. and Crowder, Thora, "The Adjustment of Gifted Children in the Regular Classroom," Journal of Exceptional Children, April 1957, 23: 311.

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Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS

Joseph S. Renzulli / Robert K. Hartman

Name M. Date March 1984

School _____ Grade 4 Age 10 years 4 months

Teacher or person completing this form Teacher

How long have you known this child? Since birth months.

Directions: These scales are designed to obtain teacher estimates of a student's characteristics in the areas of learning, motivation, creativity, and leadership. The items are derived from the research literature dealing with characteristics of gifted and creative persons. It should be pointed out that a considerable amount of individual differences can be found within this population; and therefore, the profiles are likely to vary a great deal. Each item in the scales should be considered separately and should reflect the degree to which you have observed the presence or absence of each characteristic. Since the four dimensions of the instrument represent relatively different sets of behaviors, the scores obtained from the separate scales should not be summed to yield a total score. Please read the statements carefully and circle the appropriate number according to the following scale of values:

3. If you have seldom or never observed this characteristic.

5. If you have observed this characteristic occasionally.

7. If you have observed this characteristic to a considerable degree.

9. If you have observed this characteristic almost all of the time.

PART I: LEARNING CHARACTERISTICS

1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. 3 5 (7) 9

2. Possesses a large storehouse of information about a variety of topics (beyond the usual interest of youngsters his age). 3 5 (7) 9

Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (continued)

3.	Has quick mastery and recall of factual information.	3 5 (7) 9
4.	Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick."	3 5 7 (9)
5.	Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things.	3 5 (7) 9
6.	Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others.	3 5 7 (9)
7.	Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material, may show a preference for biography, autobiography, encyclopedias, and atlases.	3 5 (7) 9
8.	Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers.	3 5 (7) 9
	Column Total	0 0 42 18
	TOTAL	60

PART II: MOTIVATIONAL CHARACTERISTICS

1.	Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.)	3 (5) 7 9
2.	Is easily bored with routine tasks.	3 (5) 7 9
3.	Needs little external motivation to follow through in work that initially excites him.	3 5 7 (9)
4.	Strives toward perfection; is self-critical; is not easily satisfied with his own speed or products.	3 5 7 (9)
5.	Prefers to work independently; requires little direction from teachers.	3 5 (7) 9

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Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (continued)

6.	Is interested in many "adult" problems such as religion, politics, sex, race -- more than usual for age level.	3	(5)	7	9
7.	Often is self-assertive (sometimes even aggressive); stubborn in his beliefs.	3	(5)	7	9
8.	Likes to organize and bring structure to things, people, and situations.	3	5	(7)	9
9.	Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things.	3	5	(7)	9
	Column total	0	20	21	18
	TOTAL			59	

PART III: CREATIVITY CHARACTERISTICS

1.	Displays a great deal of curiosity about many things; is constantly asking questions about anything and everything.	3	(5)	7	9
2.	Generates a large number of ideas or solutions to problems and questions; often offers unusual ("way out"), unique, clever responses.	3	(5)	7	9
3.	Is uninhibited in expressions of opinion; is sometimes radical and spirited in disagreement; is tenacious.	3	5	(7)	9
4.	Is a high risk taker; is adventurous and speculative.	3	(5)	7	9
5.	Displays a good deal of intellectual playfulness; fantasizes; imagines ("I wonder what would happen if...").	3	(5)	7	9
6.	Displays a keen sense of humor and sees humor in situations that may not appear to be humorous to others.	3	5	(7)	9
7.	Is unusually aware of his impulses and more open to the irrational in himself (freer expression of feminine interests for boys, greater than usual amount of independence for girls); shows emotional sensitivity.	(3)	5	7	9
8.	Is sensitive to beauty; attends to aesthetic characteristics of things.	(3)	5	7	9
9.	Is nonconforming; accepts disorder; is not interested in details; is individualistic; does not fear being different.	3	(5)	7	9

Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (continued)

10.	Criticizes constructively; is unwilling to accept authoritarian pronouncements without critical examination.	(3)	5	7	9
	Column Total	9	25	14	0
	TOTAL	48			

PART IV: LEADERSHIP CHARACTERISTICS

1.	Carries responsibility well; can be counted on to do what he has promised and usually does it well.	3	5	7	(9)
2.	Is self-confident with children his own age as well as adults; seems comfortable when asked to show his work to the class.	3	5	7	(9)
3.	Seems to be well liked by his classmates.	3	5	7	(9)
4.	Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with.	3	5	7	(9)
5.	Can express himself well; has good verbal facility and is usually well understood.	3	5	7	(9)
6.	Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed.	3	5	(7)	9
7.	Seems to enjoy being around other people; is sociable and prefers not to be alone.	3	5	(7)	9
8.	Tends to dominate others when they are around; generally directs the activity in which he is involved.	3	(5)	7	9
9.	Participates in most social activities connected with the school; can be counted on to be there if anyone is.	3	5	7	(9)
10.	Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games.	3	5	7	(9)
	Column Total	0	5	14	63
	TOTAL	82			

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Appendix H

SCALE FOR RATING BEHAVIORAL CHARACTERISTICS OF SUPERIOR STUDENTS (Continued)

SCORING -- Separate scores for each of the four dimensions may be obtained as follows:

* Add the numbers circled in each column to obtain the "Column Total."
* Sum the Column Totals across to obtain the "Score" for each dimension of the scale.
* Enter the Scores below.

Learning Characteristics	60
Motivational Characteristics	59
Creativity Characteristics	48
* Leadership Characteristics	82

from

Task Force for the Gifted and Talented, A Resource Manual for Programs for the Gifted and Talented: Lutheran Schools of Michigan, Michigan District-The Lutheran Church Missouri Synod, Ann Arbor, MI (?), n.d., pp. 13-17.

also

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Appendix I
Leadership Characteristics

A Physically Fit	C Reliable	E Positive Self Concept	G Takes Charge	I Collaborator
B Popular	D Gets Involved	F A People Person	H Articulate	J Flexible

Student: M. date: March 1984

	SCALE ITEMS	SPECIFIC EXAMPLES OF OBSERVED BEHAVIOR
C 1.	Carries responsibility well; can be counted on to do what he has promised and usually does it well. (Baldwin, 1932; Bellingrath, 1930; Burks, 1938) Another Key Concept _____	Can be counted on to get a job done correctly from classroom tasks to homework assignments on time.
E 2.	Is self confident with children his own age as well as adults; seems comfortable when asked to show his work to the class. (Drake, 1944; Cowley, 1931; Bellingrath, 1930) Another Key Concept _____	Offers to read reports to class; has presented several slide presentations of great length in social studies class
B 3.	Seems to be well liked by his classmates. (Bellingrath, 1930; Garrison, 1935; Zeleny, 1939) Another Key Concept _____	
I 4.	Is cooperative with teacher and classmates; tends to avoid bickering and is generally easy to get along with. (Dunkerly, 1940; Newcomb, 1943; Fauquier & Gilchrist, 1942) Another Key Concept _____	When things don't seem to be going his way, M. tends to subdue his own impulses, goes along with majority to keep peace; argues logically
H 5.	Can express himself well; has good verbal facility and is usually well understood. (Simpson, 1938; Terman, 1904; Burks, 1938) Another Key Concept _____	High vocabulary, clearly understood in oral discussions; participates fully in class.
J 6.	Adapts readily to new situations; is flexible in thought and action and does not seem disturbed when the normal routine is changed. (Eichler, 1934; Flemming, 1935; Caldwell, 1926) Another Key Concept _____	
F 7.	Seems to enjoy being around other people; is sociable and prefers not to be alone. (Drake, 1944; Goodenough, 1930; Bonney, 1943) Another Key Concept _____	Plays well with classmates at recess; interacts well with peers at most times.
G 8.	Tends to dominate others when they are around; generally directs the activity in which he is involved. (Richardson & Hanawalt, 1943; Hunter & Jordan, 1939; Bowden, 1926) Another Key Concept _____	Not generally-if there is domination, it is a quiet leadership especially among peers.
D 9.	Participates in most social activities connected with the school; can be counted on to be there if anyone is. (Zeleny, 1939; Link, 1944; Courtenay, 1938) Another Key Concept _____	Present at nearly all PTL functions and other related church/school events.
A 10.	Excels in athletic activities; is well coordinated and enjoys all sorts of athletic games. (Flemming, 1935; Partridge, 1934; Spaulding, 1934) Another Key Concept _____	Member of basketball/soccer team; one of leading scorers; shows coordination in aerobic movement classes

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A. Self Direction
B. Values Orientation
C. Task Commitment
D. Opinionated
E. Self-Motivated
F. Maturity of Interests
G. Methodical
H. Perfectionist
I. Avoids Mundane Tasks

Student: M. date: March 1984

SCALE ITEMS	SPECIFIC EXAMPLES OF OBSERVED BEHAVIOR
C 1. Becomes absorbed and truly involved in certain topics or problems; is persistent in seeking task completion. (It is sometimes difficult to get him to move on to another topic.) (Freehill, 1961; Brandwein, 1955; Strang, 1958) Another Key Concept _____	
I 2. Is easily bored with routine tasks. (Ward, 1962; Terman & Oden, 1947; Ward, 1961) Another Key Concept _____	
E 3. Needs little external motivation to follow through in work that initially excites him. (Carroll, 1940; Ward, 1961; Villars, 1957) Another Key Concept _____	Does not need to be pushed to complete most assignments
H 4. Strives toward perfection; is self critical; is not easily satisfied with his own speed or products. (Strang, 1958; Freehill, 1961; Carroll, 1940) Another Key Concept _____	M. is clearly disappointed when even one answer is incorrect. He is rather harsh and critical of self.
A 5. Prefers to work independently; requires little direction from teachers. (Torrance, 1965; Gowan & Demos, 1964; Mokovic, 1953) Another Key Concept _____	M. really prefers to work with others, although he requires little direction when working independently.
F 6. Is interested in many "adult" problems such as religion, politics, sex, race - more than usual for age level. (Witty, 1955; Ward, 1961; Chaffee, 1963) Another Key Concept _____	
D 7. Often is self assertive (sometimes even aggressive); stubborn in his beliefs. (Buhler & Guin, 1963; Gowan & Demos, 1964; Ward, 1961) Another Key Concept _____	M, does not fit this trait. He is not an aggressive personality.
G 8. Likes to organize and bring structure to things, people, and situations. (Ward, 1961; Gowan & Demos, 1964; Buhler & Guirl, 1963) Another Key Concept _____	
B 9. Is quite concerned with right and wrong, good and bad; often evaluates and passes judgment on events, people, and things. (Getzels & Jackson, 1962; Buhler & Guirl, 1963; Carroll, 1940) Another Key Concept _____	When playing recess games with others, he wants it all to be fair when sides are chosen and when rules are made for a game.

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Rating Characteristics

A Inquisitive
B Analytical Reasoning
C Articulate
D Conceptual Understanding
E Reading Maturity
F Perceptiveness
G Memory
H Knowledgeable

Student : M. date: March 1984

	SCALE ITEMS	SPECIFIC EXAMPLES OF OBSERVED BEHAVIORS
C	1. Has unusually advanced vocabulary for age or grade level; uses terms in a meaningful way; has verbal behavior characterized by "richness" of expression, elaboration, and fluency. (National Education Association, 1960; Terman & Oden, 1947; Witty, 1955) Another Key Concept _____	M. is usually able to define a word when peers are not able to.
H	2. Possesses a large storehouse of information about a variety of topics (beyond the usual interests of youngsters his age). (Ward, 1961; Terman, 1925; Witty, 1958) Another Key Concept _____	
G	3. Has quick mastery and recall of factual information. (Goodhart & Schmidt, 1940; Terman & Oden, 1947; National Education Association, 1960) Another Key Concept _____	Is able to tell the facts of almost any famous Bible story.
A	4. Has rapid insight into cause-effect relationships; tries to discover the how and why of things; asks many provocative questions (as distinct from informational or factual questions); wants to know what makes things (or people) "tick." (Carroll, 1940; Witty, 1958; Goodhart & Schmidt, 1940) Another Key Concept _____	
F	5. Has a ready grasp of underlying principles and can quickly make valid generalizations about events, people, or things; looks for similarities and differences in events, people, and things. (Bristow, 1951; Carroll, 1940; Ward, 1961) Another Key Concept _____	
D	6. Is a keen and alert observer; usually "sees more" or "gets more" out of a story, film, etc. than others. (Witty, 1958; Carroll, 1940; National Education Association, 1960) Another Key Concept _____	M.'s lists of observations (in a science assignment) was three to four times longer than other classmates'.
E	7. Reads a great deal on his own; usually prefers adult level books; does not avoid difficult material; may show a preference for biography, autobiography, encyclopedias, and atlases. (Hollingworth, 1942; Witty, 1958; Terman & Oden, 1947) Another Key Concept _____	When given choice of fiction or non-fiction reading material, chooses non-fiction or biographical.
B	8. Tries to understand complicated material by separating it into its respective parts; reasons things out for himself; sees logical and common sense answers. (Freehill, 1961; Ward, 1962; Strang, 1958) Another Key Concept _____	

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Appendix J

Sentence Completion

Date: 15 March 1984 Name: M.

There are times when I "wish I could be an astronaut and go to the moon."

My mind "thinks about what I wish . Later on it will help me decide if I want to become an astronaut."

My greatest trouble is "not being able to get to sleep because I am thinking too much."

Many of my dreams "are to become an astronaut, an inventor, or a professional sport player."

Secretly I wish "that I can become an inventor of solar machines and test one out in space."

I cannot understand what makes me "want to become an inventor of solar machines."

My worst trait "is that I can't remember to do things without being reminded."

My biggest worry "is thinking about things in the past."

My teachers "give me easy and hard work."

If I could have (3) wishes, I would wish for:
"Our family to be rich."
"I could transport myself to a place in only a second."
"The whole world would believe in Jesus."

Our family "is large and sometimes my parents don't spend a lot of time with me."

My worst "letdown was when _____ lost to _____ in the first game of the sectional."

My looks are "good enough for me."

Adapted from Gallagher, James J., Teaching the Gifted Child, Allyn and Bacon, Boston, MA, 1964, pp. 17, 37.

Appendix K

General Tests of Achievement

I. Stanford Achievement Test

Primary Level 1 Complete Battery Form A March 1981-Grade 1.7

Test	PR	G.E.	Stanine
Vocabulary	99	4.5	9
Reading Part A and Part B	98	4.6	9
Word Study Skills	99	6.0	9
Math Concepts	96	4.5	9
Math Computation and Applications	99	4.5	9
Listening Comprehension	98	5.7	9
Total Battery Test 1 through Test 6	99	6.0+	9
Total Auditory Test 1 + Test 6	99	5.0	9
Total Reading Test 2 + Test 3	99	6.0+	9
Total Mathematics Test 4 + Test 5	99	4.8	9

II. Stanford Achievement Test

Primary Level 2 Complete Battery Form A February 1982 -Grade 2.6

Test	PR	G.E.	Stanine
Vocabulary	99	5.5	9
Reading Part A and Part B	99	7.0+	9
Word Study Skills	99	7.0+	9
Math Concepts	98	5.0	9
Math Computation	99	5.1	9
Math Applications	99	7.0+	9
Spelling	99	6.0	9
Social Sciences	99	6.6	9
Science	92	4.8	8
Listening	96	4.9	8
Total Battery	99	6.4	9
Total Auditory	99	5.3	9
Total Reading	99	7.0+	9
Total Mathematics	99	5.9	9

Appendix K-continued

General Tests of Achievement

III. Iowa Tests of Basic Skills

Form 6 Level 9 February 1983 - Grade 3.6

Test	PR	G.E.
Vocabulary	97	5.5
Reading	98	6.0
Spelling	97	6.2
Capitalization	97	6.0
Punctuation	98	6.3
Usage	98	6.3
Total	99+	6.2
Map Skills	98	5.9
Graphs and Tables	88	4.9
References	99	5.9
Total	98	5.6
Math Concepts	99+	5.9
Math Problems	99+	6.2
Total	99+	6.1
Composite	99+	5.9

IV. Iowa Tests of Basic Skills

Form 6 Level 10 February 1984 - Grade 4.6

Test	PR	G.E.
Vocabulary	98	6.9
Reading	99	8.0
Spelling	99	7.7
Capitalization	98	7.4
Punctuation	99	7.5
Usage	99	7.6
Total Language	99	7.6
Maps	99	7.7
Graphs and Tables	97	7.0
References	99	8.0
Total Work Study	99	7.4
Math Concepts	99	7.4
Math Problems	99	6.9
Total Mathematics	99	7.2
Composite	99	7.5